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ABSTRACT

This Manitoba (Canada) curriculum guide for eighth grade social studies students contains suggested teaching strategies and learning activities in four units covering: (1) life during prehistoric and early historic times; (2) ancient civilizations; (3) life in early modern Europe; and (4) life in the modern world. Each unit includes an overview, suggested topics, discussion questions, objectives, and activities. In Unit 1 the topics include prehistoric life and life in the Nile and Mesopotamia River Valleys, while Unit 2 teaches about ancient Greece and Rome, the Mayan, Incan, and Aztec civilizations, and ancient African, Indian, and Chinese civilizations. Life in a feudal society, in the Renaissance Era and in the Reformation Era are covered in Unit 3. In Unit 4, life is presented in three societies: western industrial, contemporary communist, and contemporary developing nations. The appendix contains supplementary resources for Unit 4. An annotated teacher and student resource list for all four units, outline maps, and black and white illustrations complete the guide. (DJC)

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social studies

grade 8

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THE SOCIAL STUDIES PROGRAM

Curriculum guides are produced in three different formats referred to as Level I, II or III documents. In some subjects/courses, Levels I and II are combined into a single document (e.g., Mathematics K-6); while for others separate documents have been developed (e.g., Language Arts, Social Studies). The Social Studies documents are defined as follows:

Level I: The Level I document, Social Studies K-12 Overview (1985), includes the main thrust, intent, goals, categories of objectives, overall learning and development strategies, a statement on implementation and evaluation as well as an abstract of each of the K-12 grades. These statements, approved by the Minister of Education, constitute provincial policy.

Before teachers begin with the Level II document they should be familiar with and understand the intent and thrust of the Level I document.

Level II: The Level II document consists of individual grade guides which include the grade overview, unit overviews, unit topics and focusing questions, the specific objectives, the suggested learning and teaching strategies, as well as a list of resource materials. The teaching of the identified objectives is mandatory.

Level III: The Level III document provides a detailed instructional package that supports the implementation of a specific program and is normally developed where no suitable commercially produced material is available.

This guide is a Level II document. It should be used in conjunction with the Level I Social Studies K-12 Overview (1985).

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

The teaching strategies and learning activities have been developed from the topic objectives and the focusing questions. They are suggestions only and are intended to be used at the teacher's discretion. It is not intended that all the activities suggested be attempted. Teachers should select those activities they deem to be appropriate, or develop their own activities.

It should be noted that each strategy or activity developed by the teacher should satisfy one or more of the following categories of objectives:

. knowledge
. thinking and/or research
. attitude and value (generally a discussion type activity)
. social participation

For example, a well-planned social participation activity may satisfy a number of the above objectives.

Even though social participation objectives are indicated in most topics, there will not be enough time to do them all. However, teachers should consider the social participation activities as an important part of the overall social studies program.

The teaching strategies and learning activities should be developed from the topics and focusing questions in the context of either one or more of the objectives. In the guide they are organized under three headings:

- Introduction - suggested activities which introduce the topic
- Development - suggested activities which develop the objectives
- Conclusion - suggested activities which attempt to draw conclusions about the topic

(For further information, see pp. 9-12 of the Social Studies K-12 Overview 1985.)

TEXTBOOKS AND RESOURCE MATERIALS

The approved textbook as well as the recommended resources are identified in the Manitoba Textbook Bureau Catalogue. Also, a list of helpful resources are listed in the "Suggested Learning Resources" at the back of this guide.

RECOMMENDED TIME ALLOTMENT

The core objectives identified in curriculum guides constitute the basic provincial curriculum expectations for individual grades, subjects, and courses and should serve as a principal guide to school administrators and teachers in the determination of appropriate time allotments. All schools/school divisions are expected to ensure that sufficient time is allocated to provide the adequate development of the objectives of individual programs.

The recommended weekly time allotment for the 7-9 social studies programs is 175 minutes.

The core social studies curriculum has been designed for 70% (28 weeks) of the allotted time in any given year. The remaining time, 30% (12 weeks), is available for investigating social studies concerns or issues deemed relevant by teachers and/or students.

IMPLEMENTATION AND EVALUATION

Administrators and teachers should refer to pp. 16-25 of the Social Studies K-12 Overview (1985) for information concerning implementation and evaluation.

COMBINED GRADE 7 AND 8 CLASSES (SMALL SCHOOLS)

It is suggested that where Grade 7 and 8 classes are combined, the Grade 7 program be taught in the school term beginning with the odd year, (e.g., 1985, 1987, 1989, etc.), and the Grade 8 program be taught in the school term beginning with the even year (e.g., 1986, 1988, 1990, etc.).

PEOPLE THROUGH THE AGES

PEOPLE THROUGH THE AGES

THEME: The way of life of people and the changes that have evolved from pre-historic times to the present

This course is designed to help students explore the ways that people lived within certain societies of the past and to realize that life today is closely related to developments which have occurred through the ages. Such questions as the following should be emphasized: "How did people live?" "How does that way of life compare with ours?" "What developments in previous societies are still evident in present day societies?" Students should be made aware that all societies have not developed or changed at the same rate or to the same degree.

As in the grade seven course, this course also uses as its organizing concept, the Spaceship Earth. However, in grade eight, students examine how people have lived in various compartments of the spaceship at different times throughout history. The intent is not to examine 3 000 years of history but to encourage students to compare a wide variety of ways of life of the past and present so that they might examine contemporary life against a range of alternative possibilities.

The study has been divided into the following units for 28 weeks, or 70% of the time frame. The remaining 12 weeks, or 30%, are to be used at the discretion of the teacher, either to give greater emphasis to certain units, or to choose other related topics:

Unit I Life During Prehistoric and Early Historic Times
Theme: The way of life of prehistoric and early historic people
(Suggested Time: 4 weeks)

Unit II Ancient Civilizations
Theme: The way of life of peoples in ancient civilizations
(Suggested Time: 8 weeks)

Unit III Life in Early Modern Europe
Theme: The impact of the feudal system, the Renaissance, and the Reformation had on life in early modern Europe and in other parts of the world
(Suggested Time: 8 weeks)

Unit IV Life in the Modern World
Theme: The way each of the First, Second and Third Worlds evolved and the way people live in a contemporary western industrial society (First World), in a contemporary communist society (Second World), and in a contemporary developing society (Third World)
(Suggested Time: 8 weeks)

The course begins with an examination of life during prehistoric and early historic times and continues within examination of one of the early river civilizations, either the Nile or Mesopotamia. Then a study is undertaken of life in ancient civilizations: Greek or Roman; Mayan, Incan or Aztec; African, Indian or Chinese. Throughout the study, references are also made to the way of life of one's own society.

Following this, students examine how life was shaped and changed by several significant developments in early modern Europe that have had an impact on societies of today. These developments are feudalism, the Renaissance, and the Reformation.

The grade eight course concludes with an examination of how the First, Second and Third Worlds evolved and how people live in a contemporary, western industrial society (First World); in a contemporary communist society (Second World); and in a contemporary developing society (Third World).

The major purpose of the program is to help students explore and better understand the following ideas:

- how people meet their survival needs; e.g., their need for food, shelter, clothing health, and security.
- how people interact with their physical environment; e.g., the effect on them of climate, resources (or lack of same), landforms;

at the same time, their effect on these geographic elements and/or ability to cope with them.

- how people interact with others; e.g., their interaction through the family or kinship group, through social organizations.
- how people run their affairs; e.g., their government, both on a small scale (a tribe or a village) and on a large scale (country).
- how people go beyond their survival needs to secure a degree of comfort and ease.
- how people satisfy their non-material needs; e.g., their needs for entertainment and recreation through music, art, and literature.
- how people explain and interpret the world, their sense of right and wrong, of acceptable and unacceptable behaviour; e.g., their values and beliefs.
- how the First World, Second World and Third World evolved and how life compares and contrasts in these "worlds."

An Overview of the Grades 7, 8 and 9

The grade seven course views Spaceship Earth from a geographic orientation. The students should obtain a greater understanding of what the "spaceship" is like, how it works, and the interdependence of life on board.

Students should understand that among the vast number of stars and planets within this galaxy, there is one special planet, namely, Earth; that it is a moving spaceship among millions of other spaceships; and that, when compared to the size of the galaxy, it is really quite small. Upon closer observation and examination, students should realize that Spaceship Earth:

- is very unique in that it supports life, both on land and in the water, and is the only known planet to do so.
- is divided into compartments, called countries, each with its own unique characteristics. Some compartments are very large while other are very small; some are very rich while others are very poor; some are very crowded while others are not; some are powerful while others are weak.
- contains compartments with many similarities and differences in land forms, climate, vegetation, soils, resources, and people.
- contains compartments where the people have developed a wide variety of ways of life. Some compartments have developed ways of doing things for themselves which are very different from the ways in other compartments; e.g., production for the basic needs of living as well as the use of technology for transportation, communication and for producing goods.

- contains compartments in which people have organized themselves in different ways to make decisions. Each compartment has its own unique decision-making process.

- contains compartments in which there are both similarities and differences in such things as language, customs, values, and traditions. These similarities and differences are noticeable both within the compartments as well as among the different compartments.

- contains compartments which can be grouped together into "worlds" because of certain broad similarities; e.g., those compartments which are industrialized and which have governments known as democracies are identified as part of the First World; those which are industrialized but have a communist government are identified as part of the Second World; and those which are lacking industrialization or are just beginning to industrialize (developing/poor) and which may have a variety of governments are identified as part of the Third World.

- contains everything that is necessary for life to exist. The water cycle, the carbon dioxide-oxygen cycle and the nitrogen cycle are examples of how a balance of nature exists to keep "life in balance."

- is in danger of developing major problems if people do not understand the interdependence of, and the relationships that exist among, compartments. For example, renewable resources will always be available if people do not overuse them or in some way destroy them. People need to understand their interdependence and learn to exist in harmony with each other and the ecosystem if life is to continue.

When students have completed the grade seven program, they should have a greater understanding of the characteristics of Spaceship Earth, its inventory, the similarities, the diversities, and the interdependence of life that exists within Spaceship Earth.

The grade eight course also uses Spaceship Earth as the organizing concept. This time, however, the spaceship is viewed in terms of "ways of life" or "how people lived" in various compartments at different times through history. It is not meant to be a world history of 3 000 years. The course, however, is intended to lead students to think seriously about the way in which people live. It encourages students to compare a wide variety of "ways of life" of the past (and present) so that they might examine contemporary life against a wide range of alternative possibilities.

The grade eight program begins with life during prehistoric and early historic times and continues with life in one of the river civilizations, either Nile or Mesopotamia, followed by life in ancient civilizations: Greek or Roman; Mayan, Incan or Aztec; African, Indian or Chinese. Throughout the study, references are made to the "way of life" of the students' own society. Following this, students examine how life was shaped and changed by several significant developments in early modern Europe and their importance for contemporary societies. These are life in a feudal society and life during the Renaissance and the Reformation.

The grade eight course concludes with an examination of how the three "worlds" evolved and life in a contemporary western industrial society (First World), life in a contemporary communist society (Second World) and life in a contemporary developing society (Third World).

The grade nine course places the students into the spaceship compartment called Canada to examine their own society, their role in it and the role of their compartment within the spaceship. The students explore the question "who is a Canadian?" and examine the the multicultural nature of Canadian society. They focus briefly on Canada's six physical regions and the unifying forces and challenges facing Canada as a nation. They then consider the political, legal and economic processes which affect Canadian society, as well as the implications of an ever changing technology on their way of life. They investigate the role of their country within the world--its interdependence, relationship and interaction--and speculate about the future of Canada and their role in it.

UNIT I - LIFE DURING PREHISTORIC AND EARLY HISTORIC TIMES

UNIT I OVERVIEW

Theme: The way of life of prehistoric and early historic people

The intent of this unit is to provide students with an opportunity to explore the ways people lived during prehistoric and early historic times. Students should gain a greater understanding of what is meant by prehistoric, of how people in prehistoric times met their basic survival needs, of how they were influenced by their physical environment, of what challenges threatened their survival and of what changes they experienced. Secondly, students should gain a greater understanding of what characterizes a civilization in early historic times and how life changed from prehistoric times. Students examine how early societies organized, how technology began to influence life and how people in early river valleys satisfied their non-material needs. The study concludes with the contributions made by such societies to present day civilizations.

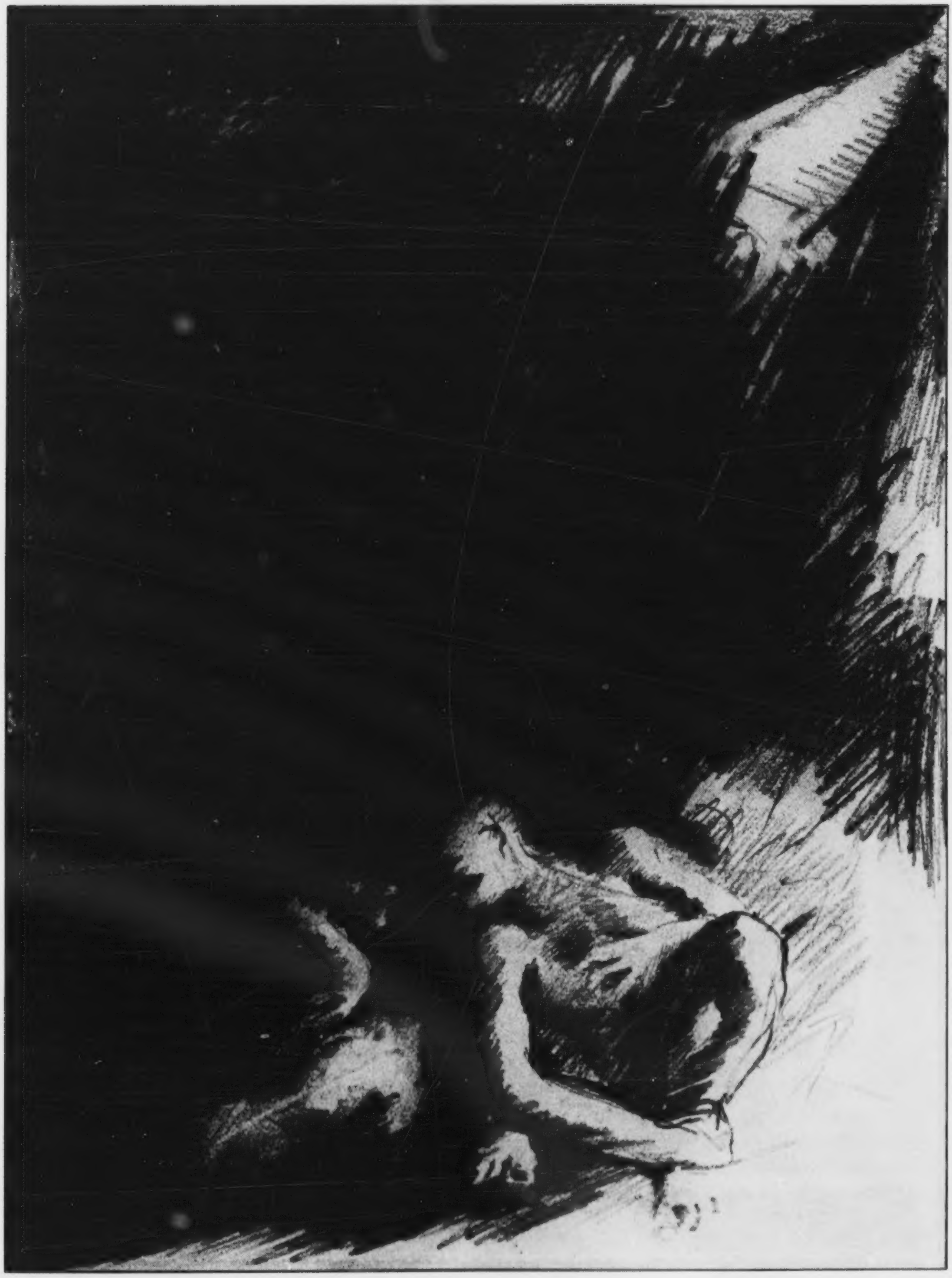
UNIT I TOPICS AND FOCUSING QUESTIONS

1. Life in Prehistoric Times

   - What is the difference between prehistory and history?
   - How do we become informed about prehistory?...history?
     How did the people in prehistoric times meet such basic survival needs as food, shelter, clothing and protection?
   - To what extent was the way of life influenced by the physical environment?
   - What challenges threatened the survival of the people, and how were these met?
   - How did these people communicate with one another?
   - What changes are evident from early prehistoric to the later prehistoric times?
   - Are there cultural groups in the world today who live the way Stone Age people of thousands of years ago lived?

2. Life in Early River Valleys: Nile and/or Mesopotamia

   - What characterizes a "civilization"?
   - What are some significant changes between life in prehistoric times and life in early river valleys?....similarities?
   - How was this society organized (e.g., leadership, composition of social groups, extended family, clans, tribes, etc.)?
   - What innovations allowed these people to alter, simplify, or ease their way of life?
   - How did these people satisfy their non-material needs (e.g., entertainment, recreation, music, art, literature, religion, etc.)?
   - What contributions have these societies made to civilizations of today?



TOPIC I: LIFE IN PREHISTORIC TIMES

Knowledge Objectives. The student should be able to:

- . identify major differences between prehistory and history.
- . identify a number of methods used to reconstruct the past in the absence of written records.
- . describe how people in prehistoric times met such basic survival needs as food, shelter, clothing and protection.
- . recognize the extent to which the physical environment shaped the way of life of people in prehistoric and early historic times.
- . account for the location(s) of early human settlements and reasons for migrations.
- . identify challenges which threatened the survival of the people and describe how these challenges were met.
- . identify how the people of those times communicated with one another.
- . recognize major changes that were evident from the early to later prehistoric times.

Thinking and Research Skill Objectives. The student should be able to:

- . gather, interpret, analyze and evaluate data (from books, periodicals, artifacts, maps, drawings, etc.) which identify sources from which prehistory has been recorded.
- . research sources and give evidence of how people in prehistoric times met basic survival needs.
- . prepare and develop a time line.
- . take notes, construct outlines, organize and present reports, write paragraphs and short essays, take an active role in group discussions.

Attitude and Value Objectives. The student should be able to:

- . evaluate cultures with technologies and values different from their own.
- . consider the contributions made to present-day society by cultures of the past.
- . share and assess their views on different perceptions of needs and wants and the different ways in which their needs and wants are met.
- . view their own way of life as one among many possibilities.

Social Participation Objectives. The student should be able to:

- . plan and carry out actions aimed at increasing their awareness of those institutions which preserve and exhibit artifacts and ruins of the past.

TOPIC 2: LIFE IN EARLY RIVER VALLEYS: NILE AND/OR MESOPOTAMIA

Knowledge Objectives. The student should be able to:

- develop a definition for civilization.
- recognize and identify those features which characterize most civilizations.
- describe how the physical environment influences the development of a civilization.
- describe how society in an early river valley civilization was organized.
- account for the importance of religion, literature, music, and art in the everyday life of an early river valley civilization.
- recognize how changing technology affected/altered the way of life of the people living in an early river valley civilization.
- recognize the contributions made by early river valley civilizations to present-day societies.
- explain how ideas and customs of one civilization spread to another civilization.

Thinking and Research Skill Objectives. The student should be able to:

- compare and contrast the culture of early river valley civilizations with prehistoric as well as present-day cultures.
- gather, interpret, analyze, and evaluate data from non-print as well as print materials on topics examined.
- organize data for short presentations and reports to the class.

Attitude and Value Objectives. The student should be able to:

- demonstrate an awareness of the contributions of early river valley civilizations to present-day society.
- demonstrate a tolerance for those values that differ significantly from one's own.

Social Participation Objectives. The student should be able to:

- plan and carry out a project, display, etc., which illustrates life in a river civilization.

SUGGESTED ACTIVITIES

Topic 1: Life in Prehistoric Times

- What is the difference between prehistory and history?
- How do we become informed about prehistory?...history?
- How did the people in prehistoric times meet such basic survival needs as food, shelter, clothing and protection?
- To what extent was the way of life influenced by the physical environment?
- What challenges threatened the survival of the people and how were these met?
- How did these people communicate with one another?
- What changes are evident from early prehistoric to the later prehistoric times?
- Are there cultural groups in today's world who live the way Stone Age people of thousands of years ago lived?

An interesting analogy between history and prehistory could be illustrated with a picture or drawing of a large tree. The visible part of the tree, the trunk and branches, could represent the history, while the invisible roots could represent the prehistory. With some digging, however, the roots become visible. The roots are a very important part of the tree, upon which the trunk and branches depend. Similarly, prehistory is a very important part of history. Society today has grown out of the roots that date back many, many years. The foundations of present society date back to the prehistoric past.

Scientists divide prehistory into periods according to the kinds of tools that people used. The first era, called Old Stone Age or Paleolithic Age, is the age people made tools from stone. The next era, called the New Stone Age or Neolithic Age, is the age people began to farm, and at the same time, to improve their tools, to domesticate animals, to make pottery and to weave.

Writing was invented about 3 000 BC, and most scholars believe that this invention marked the beginning of the historic period. Students should be reminded that, as they read history, they should ask the following questions about the groups' culture:

- What was the economy like?
- How did people make a living?
- How did the people share knowledge?
- What inventions were important?
- How did their religion affect their lives?
- What do their arts show about them?

. Have students write their own definitions of history based on their own experiences. Discuss these definitions as well as some scholarly definitions. Then examine these questions:

  i. What is history?...prehistory?...social studies?
  ii. Why study history?...prehistory?...social studies?

iii. How is history recorded?...prehistory?

. Examine with students some of the methods used to reconstruct the prehistoric past:
- legends,
- digging (archaeology finds of artifacts, fossils, tools, kitchen midden, living sites),
- dating (methods of assigning age),
- preserving and displaying artifacts (museums).

Ask why it is important to reconstruct the past. How can people most accurately date some remains of the distant past?

. Have students examine various ways in which history is recorded.
- Explain the time line and the meaning of B.C. and A.D.

Introduction

. Introduce to students terms such as prehistory, history, culture, legends, artifacts, archaeology, anthropology, Paleolithic Age, Neolithic Age, food gatherers, food producers, carbon-dating, Old Stone Age, New Stone Age, division of labour, domestication.

NOTE: Culture refers to the ideas, beliefs, attitudes, customs and so on, of a group of people. These are things that are learned and passed on.

. Have students examine an illustrated time line, similar to the one on pages 2-3 of Human Heritage.
- What information can be obtained from such a time line?
- How far back can the emergence of food gatherers be traced?
- How is the Paleolithic Age different from the Neolithic Age?

. Have students prepare a time line and then add to it as the study progresses. A time line around the perimeter of the classroom may illustrate the significance of time.

. Have students visit the Museum of Man and Nature or another museum to explore the methods of reconstructing and preserving the past.
- How successful has the museum been in reconstructing the past?

. Have students visit the Department of Anthropology/Archaeology at a university or have an anthropologist or archaeologist speak to the class on the work he or she does.

. Have students examine the photograph on page 11 of Human Heritage or one similar. Discuss with the students the type of information that can be obtained from archaeological diggings.

Development

. Have students research and present theories which attempt to explain the arrival of humans on earth. Discuss these theories.

- Using maps from books, have students locate the sites of fossil finds of early humans in Africa, Australia, Asia and Europe.
  - Have them locate and label these on an outline map.
  - Have them include brief notes of fossil types and special features.
  - Have them determine where numerous fossil finds have been found.

- Have students locate and examine pictures depicting prehistoric life (similar to pages 16-17, or 28-29, in Human Heritage), and have them describe briefly what life was like in terms of environment, clothing, tools, weapons, food, etc.

- Have students examine how early humans met their basic needs for shelter, clothing, protection, communication, and organization. Have students compare their methods with those in our own society. Have them examine the role of various family members.

- Examine the Paleolithic culture (food gatherers) and Neolithic Cultures (food producers). Ask students to determine the differences between the two in terms of the following:
  - food, clothing, and shelter,
  - household articles,
  - tools, weapons (technology),
  - methods of protection,
  - use of and impact of fire.

  A chart such as the following may be helpful.

Fill in the following chart with examples of food, clothing, shelter, and tools that food gathers and food producers used.

	Food Gathers	Food Producers
Food		
Clothing		
Shelter		
Tools and Weapons		
Methods of Protection		

- Have students examine how changes in technology affected the people in prehistoric times?...How have changes in technology affected us today? ...How have the inventions of prehistoric people helped us today?

- Have students examine pictures of early villages and discuss how environment influenced the way people in different villages built their homes.

. Have students make a chart showing the major accomplishments of the Paleolithic (Old Stone Age) and Neolithic (New Stone Age) peoples under headings such as: food, clothing, shelter, weapons, tools, utensils, transportation, inventions, government, religion.
  - What changes do you notice?
  - What factors allowed an increase in population growth?

. Together with the students, define "art." Examine pictures of prehistoric art and discuss the following questions.
  - What was the purpose of art? What materials did they use to produce these paintings?
  - Was the art created by an "amateur" or "professional" artist? How can you tell? Was there such thing as a professional artist?
  - What does the work of art tell us about their everyday life?
  - What does the process used in making the object tell us about the technology of the society?
  - What do cave paintings tell us about early people?

. Have students explore the challenges that might prompt a food-gathering society to migrate (climatic changes, lack of game, powerful enemies, etc.).

. Have students examine the changes that occurred when humans became food producers (Neolithic culture, New Stone Age). Such changes include:
  - domestication of plants and animals (where and when);
  - resultant migrations (to river valleys or areas of good soil, water, etc.);
  - technological developments (farm implements, pottery, textiles);
  - growth of trade;
  - specialization of labour, emergence of organized communities;
  - creation of new social, political, and economic organizations;
  - building of permanent homes (villages);
  - development of spoken language.

. Have students research several reasons why:
  - people established towns and cities,
  - people settled in river valleys,
  - prehistoric people migrated.

. Have students research a contemporary cultural group that has a way of life similar to that of people in prehistoric times and compare similarities and differences.

. People today value many things. Have students explain what material things they would find most difficult to give up.

. Have students explain what they would choose to store "for future reference" to help a historian explain what your society was like. The historian would be writing about society at least 200 years later.

. In paragraph form, have students explain (a) how the inventions of farming and weaving changed the lives of prehistoric people; and (b) how the development of spoken language has been of benefit to people.

Conclusion

- Help students draw conclusions from their study of this topic. The following are examples of possible conclusions.
  - The world's cultures have become increasingly interdependent.
  - Change has always been the central fact of human existence.
  - People have developed their ideas from the ideas of those who came before them.
  - The challenges of meeting basic needs in a food gathering society are considerable.
  - Prehistoric humans were relatively successful in meeting basic needs in a challenging physical environment.
  - Prehistoric humans respected nature and learned to live in harmony with it.

- Have students analyze appropriate cartoon strips critically for their historical accuracy.

- Have students prepare and debate a topic such as: "Some contemporary cultures have never surpassed the Stone Age culture because of a harsh physical environment."

- Have students (in groups) role play a family unit which must survive without modern tools and weapons. Designate one group member as an outside observer of the plans made. Each group must describe its environment as well.

- Have students make a display with photographs and actual objects which show how an archaeologist works.

- Have some students do research and give a short report to the class on famous archaeologists.

- Have some students research the problems and difficulties modern historians face in gathering and interpreting information.

- Have students invite a geologist, anthropologist, or archaeologist to the class to give a brief talk or show slides on his or her career.

- Have students examine an invention or a discovery that has occurred during this century and report on how it has affected their way of life.

- Have students imagine that they are lost in a forest (in summer) with nothing more than their clothes. Ask them what they would do while awaiting rescue. Have them draw upon what they know about life of prehistoric people to give an answer.

- Have students describe aspects of how people lived by analyzing one or more of the following photographs from Human Heritage:
  - page 11; page 15; pages 16 and 17; page 27; pages 28 and 29.

Topic 2: Life in Early River Valleys: Nile and/or Mesopotamia

- What characterizes a "civilization"?
- What are some significant changes between life in prehistoric times and life in early river valleys?...similarities?
- How was this society organized (e.g., leadership, composition of social groups, extended family, clans, tribes, etc.)?
- What innovations allowed these people to alter, simplify, or ease their way of life?
- How did these people satisfy their non-material needs (e.g., entertainment, recreation, music, art, literature, religion, etc.)?
- What aspects of society introduced by these civilizations have become important contributions to the civilizations of today (e.g., inventions, construction, values, religion, etc.)?

Introduction

- Introduce terms such as: society, river civilization, delta, surplus of food, trade, Mesopotamia, permanent settlement, city-states, technology, extended family, irrigation, levees, social classes, pyramid, embalming, hieroglyphic, scribe, papyrus, hereditary, pharaoh.

  NOTE: A society is a group of people who share the same culture. As societies develop such things as cities, writing, government, and social classes, they become civilizations.

- Have students continue developing the time line begun in Topic 1 by placing on it important features of each civilization studied.
  - What features should be added to the time line?
  - What is the approximate time span of Mesopotamian civilization?... Egyptian civilization?
  - Approximately how many years are between the end of Mesopotamian civilization and the beginning of the European settlement in North America?

- Have students write their own definition of "civilization" and then check their definitions against other sources.
  - What features characterize most civilizations?
  - Where did the first civilizations develop? Why?
  - Why did trade among different civilizations develop? How did trade affect civilizations? What goods were traded?
  - Why is trade among contemporary societies so important?

- Have students locate and identify the early river civilizations on an outline map.
  - Why are the rivers of the world so important?

- Have students identify the following on an outline map of Mesopotamia and Egypt (outline maps are at the back of the guide).
  - Rivers: Euphrates, Tigris, Nile
  - Seas: Mediterranean, Black, Caspian, Red
  - Gulfs: Persian, Aqaba, Suez

- Land areas:
  - . early civilizations: Mesopotamia, Egypt, Persia, Arabia, Syria
  - . modern times (approximately): Iraq, Iran, Kuwait, Turkey, Syria, Lebanon, Israel, Jordan, Saudia Arabia, USSR, Greece, Bulgaria
- Important cities:
  - . early civilizations: Ur, Babylon, Memphis
  - . modern times: Baghdad, Beirut, Jerusalem, Cairo, Istanbul, Tehran.

. Have students interpret photographs similar to the one shown on page 43 of Human Heritage.
- What does the photo suggest about farming?...clothing?...tools?
- What differences do you notice between life in this photo and the one on page 27 of Human Heritage? on page 523 of Human Heritage?

Development

. Select Mesopotamia or Egypt and have students (individually or in groups):
- research one of the civilizations under headings such as: location; food, shelter, clothing; etc.
- determine the major differences in how people lived in the civilizations of Mesopotamia and/or Egypt when compared to the earlier peoples studied and when compared to present-day society.
- determine what features of contemporary society can be traced back to early river civilizations?

. Have students account for the location of early civilizations in fertile valleys.
- How has the natural environment influenced the way of life of early civilizations?
- How did the change to living in river valleys affect their government? ...laws?...work?
- How did civilizations develop?

. Make a chart (similar to the following) and have students compare and contrast an early river valley society with a prehistoric society.

	River Valley Society	Prehistoric Society
Location		
Food		
Shelter		
Organization (government)		
Technology		
Art		
Role of Men		
Role of Women		
Contributions		

. Discuss with students aspects of the following list which compares characteristics shared by many developing societies of the past with characteristics of modern-contemporary societies.

Suggested discussion questions:

1. Which of the characteristics apply to the Nile civilization?...to Mesopotamia? Which do not?

2. Which of the characteristics apply to Canada? Which do not?

3. Are there other characteristics which you could add?

4. How might you account for some of the differences?

Developing Societies of the Past	Developed Contemporary Societies
Social Characteristics:	
- primarily rural	- primarily urban
- extended-family based, with clan groups important	- family based, but the individual important
- social positions usually inherited; little social mobility	- social classes usually based on wealth, education and ability; high degree of social mobility
- education and scientific knowledge usually limited to a few people; little attempt to apply science	- education and scientific knowledge important, shared and available to most people; science generally applied
- religion and magic usually important and highly organized	- diverse religious beliefs held
- limited modification of environment	- modification of environment common
- principles of social equality and opportunity usually uncommon	- principles of social equality and opportunity usually accepted
Political Characteristics:	
- the group - clan, tribe or community - basis of political unit	- organized nation - state is basis of political unit
- government usually not complex	- political institutions complex and large in number

- women usually without formal power	- political opportunity often available to women
- political power often held by military leaders, landowners or religious figures	- access to political power often within reach of common people
- age and wisdom often led to political power	- ideologies - beliefs in particular methods of government important
Economic Characteristics:	
- agriculture basic economic activity	- usually an industrial economy in which goods are mass-produced in factories
- land most important form of wealth; land owned by a few	- wealth in many forms, land owned by many or by government
- most needed goods produced within the family or community	- production of surplus goods through advanced technology
- trade with other societies existed, but only to a limited extent	- considerable economic interdependence among people, communities, and nations
- occupation and economic opportunities usually inherited	- usually a high degree of specialization of labour

Conclusion

. Have students (individually or in small groups) prepare presentations to the class on life in an early river civilization. Encourage the use of a variety of visuals such as display boards, posters, slides, filmstrips, dramatizations, etc., as supports for the presentations. Evaluate the presentations together with the students, using agreed-upon criteria.
  - What are some conclusions that can be made from the presentations?
  - How has the way of life changed from the earlier peoples studied?
  - How have the people of the early river civilizations changed their physical environment?
  - What major contributions do you observe in the early river valley civilizations?
  - What did the people of early river civilizations value? Do you agree with these values? Why?
  - How is one river civilization different from another?...similar?
  - How have present day societies been influenced by these civilizations?

. Have students do special research on topics such as the following and present short oral or written reports:
  - contributions of early river civilizations (excluding those already listed in Human Heritage),

- Hammurabi's contributions to the world,
- the building of pyramids,
- main features of city-states,
- the findings inside pyramids,
- the power of the Pharaohs,
- the Egyptian gods and goddesses,
- use of irrigation in early river civilizations,
- use of slavery,
- hieroglyphics.

. Have students do illustrations depicting life in ancient river civilizations (use reference pages 55, 57, 60 and 61 of Human Heritage).
  - What are the main features of the illustrations?
  - What do the illustrations tell about the beliefs of the people?... about their technology?
  - What role did human rights play in early society?

. Have students select a position such as a scribe, farmer, king, etc., from early Egyptian society and write a diary, describing a typical day in the life of that Egyptian.

. Have students prepare a newspaper that might be typical of an early river civilization (should include headlines of a disaster, perhaps job advertisements, feature stories on food, recreation, or entertainment).

. Have students play the role of an archaeologist and report on an "archaeological find" located in an early river civilization.

. Have students write several paragraphs (brief essays) on one of the following:
  - Living in ancient Egypt or ancient Mesopotamisa would/would not be as pleasant as living in Manitoba.

NOTE: There are some excellent questions and activities at the end of the unit in the text from which a selection can be made as well.

UNIT II - ANCIENT CIVILIZATIONS

UNIT II OVERVIEW

Theme: The way of life of peoples in ancient civilizations

This unit encourages students to explore ancient civilizations in different parts of the world. Students should gain a greater understanding not only of life in a European civilization (Greek or Roman) but also of life in a Central or South American civilization (Mayan, Incan, or Aztec) as well as life in civilizations in other parts of the world (African, Indian or Chinese). Students should develop a greater understanding of the increasing complexity of life, stages of development, and the contributions these civilizations have made to present-day society.

UNIT II TOPICS AND FOCUSING QUESTIONS

A minimum of one ancient civilization is to be selected from each of the topics.

1. Life in an Ancient European Civilization: Greek or Roman

2. Life in an Ancient Central/South American Civilization: Mayan, Incan, or Aztec

3. Life in an Ancient African, Indian or Chinese Civilization

The following focusing questions should be applied to the study of each of the ancient civilizations selected from above.

- What is meant by an "ancient" civilization?
- How did the people of this ancient civilization meet their basic survival needs? What changes were evident from the prehistoric and early historic times (e.g., food shelter, clothing, health, security transportation, organization of society)?
- What forces shaped the development of this civilization (i.e., natural, mythical, religious, philosophical, external contacts)?
- What aspects of society were introduced by this civilization that are important contributions to civilization today (i.e., inventions, constructions, philosophy)? What aspects of life that were of importance to this ancient civilization have disappeared from society today? Why?

TOPIC I: LIFE IN AN ANCIENT EUROPEAN CIVILIZATION: GREEK OR ROMAN

TOPIC II: LIFE IN AN ANCIENT CENTRAL/SOUTH AMERICAN CIVILIZATION: MAYAN, INCAN OR AZTEC

TOPIC III: LIFE IN AN ANCIENT AFRICAN, INDIAN OR CHINESE CIVILIZATION

NOTE: The following objectives, where applicable, should be applied to the study of each selected ancient civilization.

Knowledge Objectives. The student should be able to:

- identify the terms "ancient" and "classical."
- specify which aspects of the physical geography significantly influenced the development of the ancient civilization.
- identify factors, other than physical geography, that helped to shape the development of the ancient civilization (e.g., mythology, religion, philosophy, external contacts).
- describe how the people of the ancient civilization met their basic survival needs and how this differed from prehistoric or early historic times (food, shelter, clothing, health, security, transportation, organization of society).
- provide examples of aspects of the ancient civilization that are evident in our society today.
- recognize the forces which were responsible for the decline of the ancient civilization.

Thinking and Research Skill Objectives. The student should be able to:

- infer from a variety of maps how geographical features influenced the development of the civilization.
- research a variety of sources and give evidence of how people in the ancient civilization met their basic survival needs.
- continue to develop the time line begun in Unit 1.

Attitude and Value Objectives. The student should be able to:

- share their views on what they consider to be the positive and negative aspects of life in the ancient civilization.
- express their feelings on whether or not life in the ancient civilization could be considered an improvement over living conditions in prehistoric and early historic times.
- share their views on the value of the ancient civilization's influences that are prevalent in present-day society.

Social Participation Objectives. The student should be able to:

- plan and carry out a group activity aimed at increasing their awareness of the way of life of the ancient civilizations.
- organize a display with a "classical" theme for their school or community.

SUGGESTED ACTIVITIES

Topic 1: Life in Ancient European civilization: Greek or Roman

Topic 2: Life in Ancient Central/South American civilization: Mayan, Incan or Aztec

Topic 3: Life in an Ancient African, Indian or Chinese civilization

- What is meant by an "ancient" civilization?
- How did the people of this ancient civilization meet their basic needs? What changes were evident from the prehistoric and early historic times (e.g., food, shelter, clothing, health, security, transportation, organization of society)?
- What forces shaped the development of this civilization (i.e., natural, mythical, religious, philosophical, external contacts)?
- What aspects of society were introduced by this civilization that are important contributions to civilization today (i.e., inventions, constructions, philosophy)? What aspects of importance to this ancient civilization have disappeared from society today? Why?

NOTE: The following suggested activities should be applied to the study of each selected ancient civilization. See Suggested Learning Resources at the back of the guide.

Introduction

. Introduce terms such as: ancient, classical, democracy, and other terms related to the society studied.

. Introduce the concept of "ancient times" by having students isolate these times on the time line begun in Unit 1. What is meant by "ancient times"?

. Have students use a variety of sources to develop their own definition of "classical civilization."
  - What features characterize a "classical civilization"?
  - Where did "classical civilizations" develop?

. Have students locate the classical civilizations on an outline map of the world.
  - What geographic similarities can be noticed between the various ancient civilizations?...What differences...?
  - What are the advantages and disadvantages of each of their geographic locations?...of their physical features?

Development

. Have students examine the way of life in the ancient civilization, discussing how factors such as physical geography, philosophy, religion and external contacts influenced the ways of life the society developed. The following headings and questions can be used as a guide to focus student activities:

Location

- On an outline map locate and identify significant features related to each civilization selected.

Economy

- What was the basis of the economy in the ancient civilization? How was the economy related to geographic factors (landscape, natural resources, etc.)?

Agriculture

- What was the system of land tenure? Why was it organized this way? How was the system maintained?
- What were the main crops and their uses?
- What technology was associated with agriculture?
- How successful was this technology?
- How did cultivation methods compare with those in earlier societies?

- Does any of the technology have relevance to modern agriculture?
- Did the philosophical ideas, religious beliefs, or values of the civilizations have any influence on agriculture?
- What would the quality of life be like for people involved in various aspects of the agricultural system?

Manufacturing and Urban Development

- What cities gained in importance during this time? What major characteristics were evident in the cities?
- What were the major raw materials and products?
- Why was there a demand for these products?
- How was production organized? Why was it organized in this way?
- What technology was associated with production? Where did the technology originate? Is any of it relevant to modern manufacturing? Where were products marketed? Why did these markets develop?
- Did philosophical ideas, religious beliefs, or societal values influence the organization of the manufacturing system?
- What was the quality of life like for people involved in manufacturing? How could it be compared to life in earlier times?....in a modern industrial society?

Trade and Transportation

- What were the major transportation routes and means of transportation? How had they developed?
- Who were the important (foreign) trading partners? What was exchanged?
- Did external contact have any impact on the lives of people in the ancient civilization (i.e., cultural diffusion)?

Social Organization

The Family
- How was the family organized (roles of men, women, children)?
- Did this organization reflect the basic philosophy, religion and values of the civilization(s)?
- How did family life differ for members of different classes?
- Do aspects of this organization persist in present-day society?

Social Classes
- What was the basis of the class system (i.e., heredity)?
- What were the different classes?
- What rights, duties, responsibilities belonged to each class?
- Was it possible for individuals to alter their social status?
- Did the social stratification reflect the philosophy, religion, mythology, and values of the civilization(s)?
- How did the quality of life differ for members of different classes?

Government
- What was the structure and purpose of government?
- What factors influenced its organization (e.g., values, ideals)?
- Was the system effective?

- How did government affect the lives of people in various classes?
- How did leaders attain and maintain power?
- How did the government deal with political opponents?
- Have modern governments been influenced by governments in ancient civilizations? How?

Education

- What was the purpose of education?
- Who had access to education?
- What was studied?
- How would schooling in these societies compare with our present-day system?
- Did the theories in education have a lasting influence?
- Did education help to shape the lives of citizens in any significant way?

Medicine

- Who were the medical practitioners? What were their qualifications?
- What social status did their position afford them?
- Who had access to practitioners?
- What were common medical practices and cures?
- Did philosophy, religion, or science influence medicine?
- Were there any developments in medicine that helped to improve people's lives?

Justice

- How was the system organized?
- How did the society deal with dissenters?
- What were typical civil and criminal cases in the courts? What were the punishments?
- Was justice impartial?
- Does our society reflect any influences of the ancient systems of justice?
- Was the system effective in meeting the needs for which it was established?

The Arts

- What value did society place on creativity, imagination, artistic expression?
- Who were the artisans?...the patrons?
- What were common modes of creative expression (architecture, painting, drawing, music, literature, etc.)?
- To what extent were the arts influenced by philosophy, religion, mythology, etc.?
- Does modern society reflect the influences of the art of the ancient civilization?

Religion

- What was the system of beliefs? Why did people hold these beliefs?
- Was there a religious hierarchy that controlled religion?
- How did religion affect the lives of ordinary people?

- What visual evidence was there of the importance of religion in daily life?
- Has the religion of ancient civilizations had a lasting influence?

Conclusion

. Have students examine the forces which led to the decline of the civilization.

. Have students plan a project (display, drawings, etc.) which would depict life in an ancient civilization.

Unit Concluding Activities

. Have students compare and contrast those ancient civilizations that have been studied. The following chart gives an example of headings that could be used.

Headings	Greek/Roman	Mayan/Incan/Aztec	African/Indian/Chinese
Location			
Time Line Dates			
Basic Economy			
Trading Goods - Imports - Exports			
Social Organization - Family Structure - Class Structure			
Cultural Characteristics			
Government Contributions			
Factors Causing the Decline			

- Plan a trip to the Art Gallery to study examples of the art forms of ancient Greece and/or Rome. What art forms were produced? By whom? How?
  - Classify the art studied as to its purpose, quality and the techniques used in production.

- Prepare an open house "community fair" to display graphic, audio-visual or textual knowledge which the students have assembled.

- Dramatize Greek or Roman myths. Discuss their value in enhancing an understanding of these ancient cultures, in addition to their value as literature.

- Have students research and prepare reports on the following topics:
  - slavery in either Rome or Greece,
  - weapons and tactics used in warfare by either Rome or Greece,
  - the legal system and/or political system of Canada compared to either Greece or Rome,
  - the gods worshipped in either ancient Greece or Rome.

- Have students debate the statement "The development of ancient Greek and/or Roman civilization is a greater human achievement than the exploration of outer space."

- Ask students to imagine that Plato or Socrates was present in their classroom. What question would they ask of these philosophers?

- Have students draw up a petition which a Roman slave might present in seeking freedom.

- Have students research and explore the themes of South/Central American civilization as they have been portrayed in the arts (ballet, poetry, prose, art, drama).

- Have students research and prepare reports on the following topics:
  - the religious practices of Mayan, Incan or Aztec civilizations;
  - the "pyramid" style of South/Central American architecture;
  - the application of mathematical principles (e.g., calendar);
  - the effects on South/Central American civilizations of the Spanish Conquistadors;
  - the effects of the Mayan, Incan or Aztec civilizations on present-day society.

- Prepare meals which include dishes contained in the diet of each civilization studied. Have students account for the differences in the staple foods.

- Have students write a diary of a fictional person whose life is set in one of these civilizations.

- Have students prepare a newspaper that might be typical of the early civilization studied.

- Have students prepare a slide presentation of art/architecture from one or more of the ancient civilizations.
- Have students research topics of interest and present them in oral or in project form.

UNIT III - LIFE IN EARLY MODERN EUROPE

UNIT III OVERVIEW

Theme: The impact of the feudal system, the Renaissance and the Reformation on life in early modern Europe and in other parts of the world

This unit enables students to examine the way in which life was shaped and changed by several developments in early modern Europe and their influence on the shape of societies of today. These developments include feudalism, the Renaissance and the Reformation. Through the study of feudalism students explore the organization of society and the impact that it had on the life of the people at that time. Students examine how the Renaissance era affected and influenced the life of the people in Europe as well as elsewhere. Through the study of the Reformation period, students should gain a greater understanding of the influence and impact of religion on the life of the people.

UNIT III TOPICS AND FOCUSING QUESTIONS

1. Life in a Feudal Society

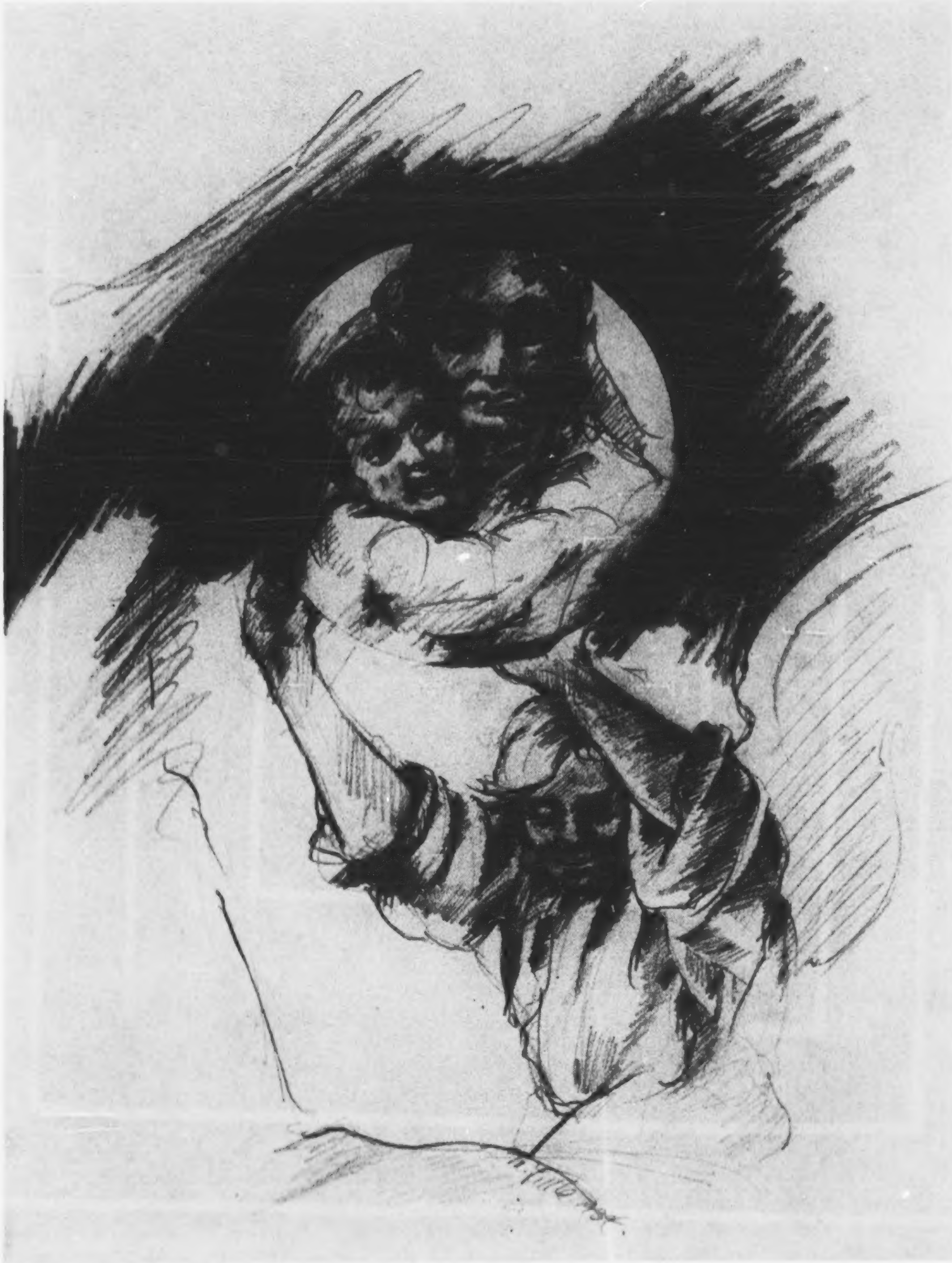
   - What is meant by feudalism?
   - What were some factors that led to the development of feudal societies?
   - How was it organized to meet basic needs?
   - How did the way of life differ among the various socio-economic groups which arose?
   - What was the role of religion?
   - Are aspects of feudal society still evident in society today?
   - What major changes distinguished the feudal society from earlier societies?

2. Life in the Renaissance Era

   - What is meant by the Renaissance?
   - What new social groups arose during this time? Why did they develop? How did they meet their basic needs?
   - What new values, ideas and attitudes found expression during this time in such areas as art, music, literature, science and politics? Where was this influence felt?
   - Are influences of the Renaissance evident in society today?
   - How did the world expand during this era?

3. Life in the Reformation Era

   - What is meant by the Reformation?
   - Why did some people demand changes in the church?
   - What major changes characterized this period?
   - How has this era influenced society today?
   - Why is religion so important to many societies?



TOPIC I: LIFE IN A FEUDAL SOCIETY

Knowledge Objectives. The student should be able to:

- recognize what is meant by "feudalism."
- identify the major causes for the development of feudalism.
- describe how the feudal system was organized to meet the basic needs of nobles and peasants.
- identify the ways of life of the various socio-economic groups.
- recognize the role of the church in feudal society.
- identify the influence of feudal society upon our present-day culture.

Thinking and Research Skill Objectives. The student should be able to:

- analyze the various conditions which led to the development of feudal society.
- collect and analyze information from various sources relating to the life styles of the nobles and the peasants.
- evaluate the importance of ownership of the means of production in a medieval society.

Attitude and Value Objectives. The student should be able to:

- share their views on whether the positive features outweighed the negative features of feudal society.
- share their views on the ethics of the church's support of, and then challenge to, the power of the feudal lords.

Social Participation Objectives. The student should be able to:

- plan and carry out a group activity aimed at increasing an awareness of the way of life in a medieval feudal society.

TOPIC 2: LIFE IN THE RENAISSANCE ERA

Knowledge Objectives. The student should be able to:

- recognize what is meant by "Renaissance."
- recognize what is meant by "middle class."
- recognize the forces (social conditions) out of which the Renaissance emerged and developed.
- describe how the people of the various social classes met their basic needs.
- identify some of the key Renaissance thinkers and list their contributions to such areas as art, music, literature, science and politics.
- provide examples of Renaissance influences still evident in society today.
- recognize how the world expanded during this era.

Thinking and Research Skill Objectives. The student should be able to:

- analyze the term "Renaissance" to determine if it describes accurately the age to which it is applied.
- draw comparisons between Renaissance and medieval societies in the following areas:
  - ways of life,
  - arts and sciences,
  - political theories,
  - roles of males and females in the various socio-economic groups.
- evaluate some of the effects of the Renaissance on present-day society.

Attitude and Value Objectives. The student should be able to:

- share their views on whether the quality of life in Renaissance society was an improvement over that in medieval society.
- express their views on the value of the contributions of individual Renaissance thinkers to society.

Social Participation Objectives. The student should be able to:

- plan and carry out a group activity aimed at increasing an awareness of the Renaissance period.

TOPIC 3: LIFE IN THE REFORMATION ERA

Knowledge Objectives. The student should be able to:

- recognize what is meant by the term "Reformation."
- identify the term "Protestant."
- identify some causes of the Reformation and the subsequent changes which occurred because of it.
- identify the important leaders of the Reformation and list their contributions.
- identify important beliefs shared by Protestants.
- recognize how the Reformation influenced present-day society.
- recognize the importance of religion in the development of society.

Thinking and Research Skill Objectives. The student should be able to:

- analyze the success of the Reformation movement.
- evaluate the effects of the Reformation on early modern Europe and on present-day society.

Attitude and Value Objectives. The student should be able to:

- share their views on the Reformation as a method of changing the status quo.
- share their views on whether or not the Protestants had legitimate cause for dissention.

Social Participation Objectives. The student should be able to:

- plan a project which distinguishes the main belief of the various religious groups with that which arose as a result of the Reformation.

SUGGESTED ACTIVITIES

Topic 1: Life in a Feudal Society

- What is meant by feudalism?
- What were some factors that led to the development of feudal society?
- How was society organized to meet basic needs?
- How did the way of life differ among the various socio-economic groups which arose?
- What was the role of religion?
- Are aspects of the feudal society still evident in society today?
- What major changes distinguished the feudal society from earlier societies?

Introduction

- Introduce the concept of "medieval times" by having students place the beginning and ending dates on the time line begun in Unit 1. What is meant by "medieval times"?

- Using a variety of sources, have students develop a definition of "medieval society."
  - What features characterize a medieval society?

- Have students locate medieval societies on a map. Where were they located? Why?

- Discuss the effect of each of the following on the development of medieval society:
  - the fall of Rome,
  - invasion of barbarian tribes.

Development

- Have students examine the feudal system that was adopted throughout Europe. Discuss the following aspects:
  - Why was the system developed (i.e., what need was it intended to meet)?
  - How was the system organized (i.e., rights and responsibilities of the king, nobles, serfs)?

- What were the advantages and disadvantages of the system (i.e., which maintained peace and stability but institutionalized inequalities in society)?
- What possible alternatives to this system might there have been?
- How was social, political and economic power distributed?
- How close did the system come to the ideal of "mutual dependence" between landowner/landlord and serf/peasant?
- How did the system reflect the attitudes and values of society during the medieval era?
- How much of our present-day socio-economic structure can we trace to this system?

. Examine how the medieval society met its basic needs through the "manor." Discuss needs such as clothing, shelter, food production, defense, socialization, etc.

. Explore the ways of life of the various socio-economic groups under the following headings:
- amount of physical labour done by males and females in each group;
- amount of leisure time each group had and the types of activities in which each was involved;
- the amount of political, economic, religious, and social freedom of each group;
- the necessity for defense (the concept of knighthood may be discussed here).

. Examine the role of the Church in medieval society. Discuss:
- the power of the Pope as head of the Church and the Church hierarchy;
- the Church's influence over government;
- administration functions (records, keeping books);
- monastaries;
- education (schools for the children of royalty and nobility);
- ownership of land;
- the role of women in the Church (convents as an option to marriage).

. Briefly examine the religious Crusades that took place during this time under headings of:
- their purpose,
- their forms, i.e., Children's Crusade, Crusade of Kings, etc.,
- their problems encountered along the way,
- their effects on Western Europe (created trade routes, final break between the eastern and western Catholic Church, began the eventual breakdown of the feudal system).

Conclusion

. Have students compare the feudal system of government with that of another culture previously studied. Consider:
- reasons for its development and the needs it met;
- who controlled it;
- who participated in it;
- the powers that the various participants possessed;
- limits to these powers;

  - whether or not life under a feudal government could be considered better than life under another system.

- Have students design their own system of government in which a king could provide a reasonable degree of peace and stability for his subjects while still asserting his will in creating and enforcing laws, collecting taxes, etc.

- Have students plan the defense and attack of a medieval castle. Have them develop offensive and defensive tactics.

- Have students research and report on topics such as the following:
  - the medieval knights,
  - the Crusades and how successful they were,
  - methods of farming used in feudal society,
  - the roles of family members in the various socio-economic groups of medieval society,
  - medieval laws: civil and criminal.

NOTE: There are some appropriate questions and activities on page 361 of Human Heritage as well.

SUGGESTED ACTIVITIES

Topic 2: Life in the Renaissance Era

- What is meant by the Renaissance?
- What new social groups arose during this time? Why did they develop? How did they meet their basic needs?
- What new values, ideas and attitudes found expression during this time in such areas as art, music, literature, science and politics? Where was this influence felt?
- Are influences of the Renaissance evident in society today?
- How did the world expand during this era?

Introduction

- Place the Renaissance period on the time line begun in Unit 1.

- Introduce the concept of "the Renaissance" by having students research the meaning of the word and its implications.
  - What features characterize a Renaissance society?
  - Where did Renaissance societies first develop? Discuss possible explanations for this.

- Draw comparisons between medieval people, whose concerns centered around spiritual things, and Renaissance people, whose concerns were largely with the material world.

. Discuss the meaning of the word "humanist." Who were the humanists and how did their philosophy reflect Renaissance society?

Development

. Briefly discuss how and why the new middle class gained more power during this time period.

. Have students discuss the connection between the Renaissance era and the rise of the middle class (merchant class).

. Examine the culture of the Renaissance under the following headings:
- government (city states, rulers),
- justice (trials, punishments),
- role of religion in society,
- art and architecture (functions, methods, patrons, contributions, artists, influence of Greek and Roman art),
- music and literature (themes, Greek and Roman influence),
- guilds (functions),
- trade and transportation (types of goods, trade routes, trade partners),
- science (discoveries, theories, scientists),
- political attitudes.

. Discuss the development of the printing press and its implications for European civilization.

. Examine how the Renaissance spread from Italy to other areas of Europe. How did the Renaissance help to shape cultures in France, Spain, Germany, the Netherlands and England?

. Examine how the Renaissance spread to other parts of the world through exploration and trade. How did it influence peoples of the world? How did the world change?

. Research and discuss whether or not the Renaissance has had a lasting influence in the modern world.

Conclusion

. Plan a project which would illustrate some aspect of life during the Renaissance era.

. From visits to art galleries, or viewing art books or slides, study examples of Renaissance art and architecture. How were beauty and functionalism combined? What were some popular art themes? In what media did the artists work? Who were some famous Renaissance artists? Compare some of their work with examples of medieval art.

. Have students research and prepare reports on Renaissance writers and playwrights. Discuss the themes that interested these writers.

- Have students research such aspects of the Renaissance as manners, clothing styles, and leisure activities.

- Have students visually display how the world "expanded" during this era. Through a large bulletin board world map, show the increase of colonies and routes of selected explorers.

- Have the students research and report upon the twentieth-century Renaissance and/or the Renaissance of the future (i.e., the silicone age).

SUGGESTED ACTIVITIES

Topic 3: Life in the Reformation Era

- What is meant by the Reformation?
- Why did some people demand changes in the church?
- What major changes characterized this period?
- How has this era influenced society today?
- Why is religion so important to many societies?
- What role has religion played in the development of society?

Introduction

- Introduce the concept of the Reformation by having students place important events on the time line begun in Unit 1.

- On a map of Europe, have students locate the areas in which the Reformation began. Ask: How can you account for the areas of Protestantism?...of Catholicism?

- Briefly review the fact that religious uniformity existed in Europe at that time. Review the role and doctrines of the Church.

- Ask students to list all of the religious groups that they can. Have them categorize the Protestant ones. Explain that it was during this time that many different Christian denominations came into existence.

Development

- Discuss the literal meaning of the word "protestant." Who protested? What were they protesting against? Why did they protest? Did they have legitimate cause for protest?

- Discuss how the term Protestant encompasses all non-Catholic Christian denominations.

- Examine the causes of the Reformation:
  - corruption of Church theology and practice,
  - enormous power and wealth of the Church.

- Examine how the Church traditionally dealt with religious dissenters or "heretics" (e.g., Wycliffe).

- Examine some of the major reformers involved in the movement and discuss their beliefs, motives and methods:
  - Martin Luther,
  - John Calvin,
  - Henry VIII.

- Discuss the effectiveness of the approaches they used to bring about change. What alternatives were open to these reformers?

- Have students compare the basic tenets of the Protestant faith with that of the Catholic faith.

- Have students discuss how the Reformation shattered the religious and social unity which existed in the Middle Ages.

- Have students discuss how the Reformation instigated various wars in Europe.

- Have students examine the impact of the Reformation on the lives of ordinary people during this era.

- Have students discuss how the Reformation influenced some of the major institutions in Europe (e.g., education, government).

- Have students illustrate with examples the importance religion has had in many societies. What impact does religion have?

Conclusion

- Have students research and report on how the Reformation has influenced our society:
  - development of new denominations,
  - development of religious toleration,
  - creation of a sense of doubt in the infallibility of any one religious doctrine,
  - separation of church and state.

- Have students organize and participate in a panel discussion where they role play persons from the various eras: Feudal, Renaissance and Reformation. Topics could include:
  - role and function of the Church,
  - value of art,
  - role of the various socio-economic classes.

- Discuss the concept held by some that science is the religion of the present times.

- Have the class prepare a newspaper detailing a major event in early modern European history (e.g., Diet of Worms, Battle of Hastings, Magna Carta).

- Prepare displays, charts, and pictures illustrating the way of life during feudal society, the Renaissance and the Reformation.

- Organize field trips to museums or art galleries where students can study art and artifacts of these eras of European society.

- Have students research and report on present-day "reformers." What reforms are they advocating? What methods do they use to further their causes? How effective are their efforts? Is it easier to be a reformer in contemporary society than it was during the Reformation era?

- Have students do a project which illustrates the importance of religion in the life of individuals in many societies of the world.

UNIT IV - LIFE IN THE MODERN WORLD

UNIT IV OVERVIEW

Theme: The way each of the First, Second and Third Worlds evolved and the way people live in a contemporary western industrial society (First World), in a contemporary Communist society (Second World) and in a contemporary developing society (Third World)

This unit will enable students to develop a better understanding of how each of the First, Second and Third Worlds evolved through time. It should familiarize students with the expansion and growing interdependence of the world through the changes brought about by colonization, industrialization, imperialism and major political revolutions. Through this study, students should develop a greater understanding of the variety and diversity of life that exists within as well as among each of the "worlds."

To give students the opportunity to study as wide a range of areas or regions of the world as possible during their grades seven to ten Social Studies program, it is suggested that the focus of study at the grade eight level be as follows:

First World: Britain (Australia, New Zealand)
Second World: USSR
Third World: India/Bangladesh (South American, African or Middle Eastern country)

UNIT IV TOPICS AND FOCUSING QUESTIONS

1. Life in a Contemporary Western Industrial Society (First World)

    - What is meant by a Western industrial society? What are some of its main characteristics? How did it evolve?
    - What contributing factors made it possible for an industrial society to develop?
    - How do people in an industrial society meet their basic needs of food, shelter, clothing, health and security?
    - How has the development of an industrial society affected the physical environment?
    - What challenges are facing the societies of the First World?

2. Life in a Contemporary Communist Society (Second World)

    - What is meant by a Communist society? What are some of its main characteristics?
    - What factors have contributed to the development of a Communist society such as the USSR?
    - How do people in Communist countries meet their basic needs for food, shelter, clothing, health and security?

- How does the decision-making power (organization of society) of a Communist society differ from that of a democratic capitalist society in terms of both economic and political considerations?
- What challenges are facing the societies of the Second World?

3. Life in a Contemporary Developing Society (Third World)

- What is meant by development?...by a developed society?...by a developing society? What are some of the main characteristics of each society?
- What historical factors have contributed to making a large part of today's world a "Third World" or a "developing world"?
- To what extent do people in a developing society meet their basic needs of food, shelter, clothing, health and security? (Compared with a developed society.)
- How is the Third World interdependent with the First and the Second Worlds?
- What characteristics of a First and Second World society are evident in a developing Third World society?
- In what ways could aboriginal populations such as the North American Inuit or Indians, the New Zealand Maori, or the Scandinavian Lapps be considered as "developing societies" even though they inhabit "First World" countries? What cultural traditions and historical events help to explain the contemporary position of these aboriginal groups?

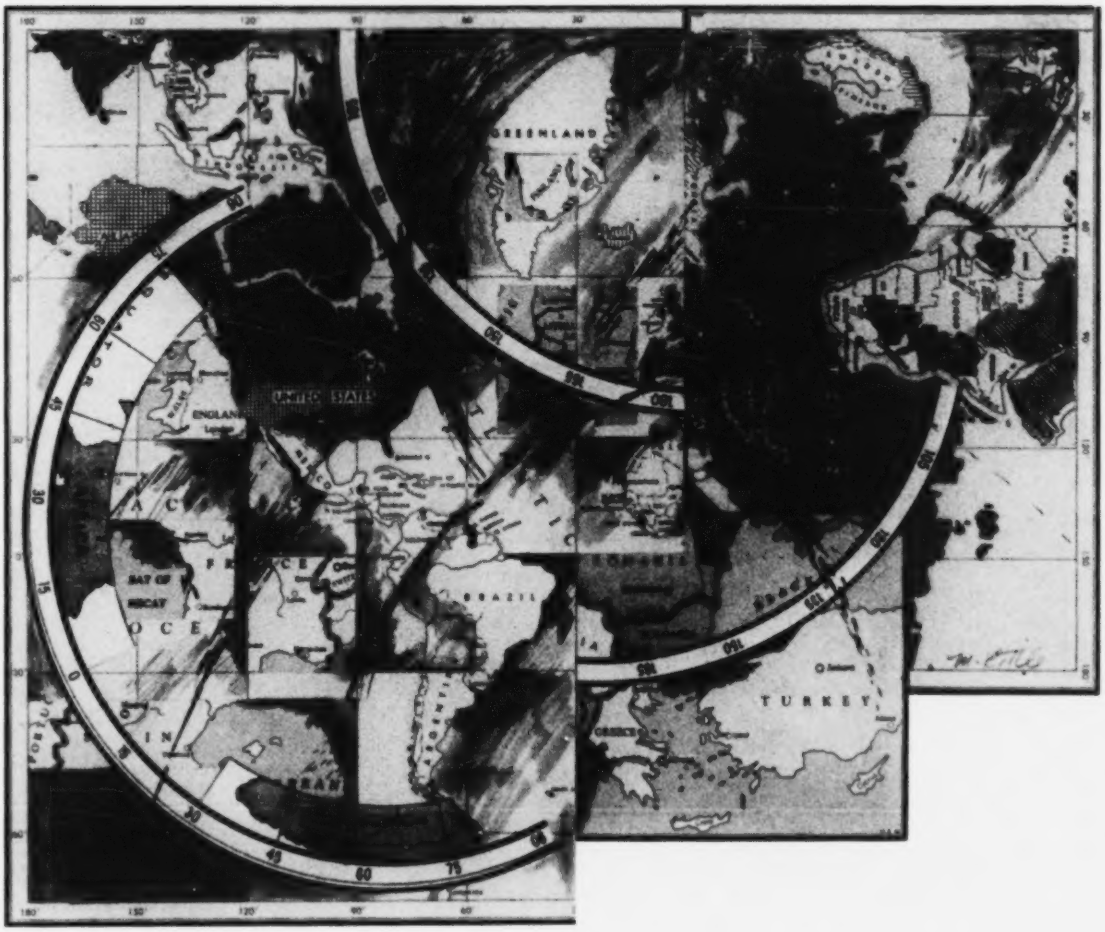
TOPIC 1: LIFE IN A CONTEMPORARY WESTERN INDUSTRIAL SOCIETY (FIRST WORLD)

Knowledge Objectives. The student should be able to:

. recognize what is meant by "First World."
. identify the main characteristics of a Western industrial society.
. identify the factors which contributed to the development of industrial societies.
. recognize the conditions which made it possible for a Western European country (England) to become a major industrial nation.
. describe how the people of an industrial society meet their basic needs.
. cite examples of positive and negative effects of industrial development upon the physical environment.

Thinking and Research Skill Objectives. The student should be able to:

. locate on a world map or globe, countries which belong to the First World.
. compare and contrast everyday life in England during the Industrial Revolution with life in contemporary industrial England.
. research information about some effects of the development of an industrial society upon the environment.



Attitude and Value Objectives. The student should be able to:

- express ideas and feelings about life during the Industrial Revolution.
- discuss how a contemporary industrial society is organized to meet the basic needs of its people.
- share their views on the conflict which arises between the advantages and disadvantages of industrialization, relative to environmental concerns.
- realize that the challenges facing First World countries are interrelated with those of the Second and Third Worlds.

Social Participation Objectives. The student should be able to:

- plan and participate in an activity which increases awareness of an aspect of life in contemporary Western societies.

TOPIC 2: LIFE IN A CONTEMPORARY COMMUNIST SOCIETY (SECOND WORLD)

Knowledge Objectives. The student should be able to:

- recognize what is meant by "Second World."
- identify the main characteristics of a Communist country.
- identify the factors which contributed to the development of a Communist society in the USSR.
- describe how the people of a Communist society meet their basic needs.
- recognize the differences in decision-making power between First and Second World countries.
- identify the challenges facing Second World countries.

Thinking and Research Skill Objectives. The student should be able to:

- locate on a world map or globe, countries which belong to the Second World.
- compare and contrast everyday life in Russia before the Revolution with life in modern-day USSR.
- compare and contrast life in the USSR with life in a First World country.

Attitude and Value Objectives. The student should be able to:

- discuss how a Communist country is organized to meet the basic needs of its people.
- assess the dichotomy which exists between the Communist ideal and the realities of life in a Communist country.
- realize that the challenges facing Second World countries are interrelated with those of the First and Third Worlds.
- display tolerance toward people whose social lifestyles and political philosophies may be different from one's own.

Social Participation Objectives. The student should be able to:

- plan and participate in an activity aimed at increasing awareness of life in contemporary Communist countries.

TOPIC 3: LIFE IN A CONTEMPORARY DEVELOPING SOCIETY (THIRD WORLD)

Knowledge Objectives. The student should be able to:

- recognize what is meant by "Third World."
- identify the major problems confronting the Third World (e.g., hunger, poverty, illiteracy, resource development).
- identify some factors which have contributed to making a large part of today's world a "Third World."
- describe how people in the Third World meet their basic needs (food, clothing, shelter, education, health and security).
- indicate an understanding of the influence the First and Second Worlds have upon Third World countries.

- give examples of First and Second World characteristics found in the Third World countries.
- explain why some First World countries contain populations that can be considered "developing societies" (e.g., North American Inuit, Scandinavian Lapps, Australian Aborigines).
- using a First World "developing society" as an example, identify those historical events and cultural traditions which help to explain the contemporary position of these aboriginal groups.

Thinking and Research Skill Objectives. The student should be able to:

- compare and contrast the ways in which people meet their basic needs in the Third World with the ways in which people in the First and Second Worlds meet their basic needs.
- locate, organize and communicate information about conditions which exist in the Third World's nations.
- categorize some features of Third World countries which have resulted from the influences of the First World, the Second World, or neither.
- suggest and defend a theory to explain the existence of "developing societies" within the First World.
- interpret and prepare charts and graphs reflecting the situation of Third World peoples.

Attitude and Value Objectives. The student should be able to:

- discuss the problems facing developing societies and nations.
- discuss the efforts of developing societies and nations to improve their situations.
- demonstrate a tolerance of the different ways of life of the peoples of the Third World.
- assess how a contemporary Third World country attempts to meet the basic needs of its people, as opposed to First and Second World countries.

Social Participation Objectives. The student should be able to:

- plan and participate in an activity aimed at increasing awareness of the Third World and its problems.

SUGGESTED ACTIVITIES

Topic 1: Life in a Contemporary Western Industrial Society (First World)

- What is meant by a Western industrial society? What are some of the main characteristics? How did it evolve?
- What contributing factors made it possible for an industrial society to develop?
- How do people in an industrial society meet their basic needs of food, shelter, clothing, health and security?
- How has the development of an industrial society affected the physical environment?
- What challenges are facing the societies of the First World?

To expose students to as wide a variety of countries as possible, the grade eight program focuses on the following countries:

First World: Britain (Australia, New Zealand)
Second World: USSR
Third World: India, Bangladesh (South American, African, or Middle Eastern country)

In grade seven the focus was on Western and Eastern European mainland countries (First and Second World) and on China (Third World).

Introduction

. Place "modern time" on the time line begun in Unit I.

. Question students about the concepts of First, Second and Third Worlds in order to find out what they know about these terms. As a result of questions and discussion, develop working definitions of the three terms, drawing particular attention to the First World.

. First World countries are often called "capitalist" countries. Explore and define this term with the students. Explain other related terms such as: mass production, middle class, proletariat, trade union, industrialization. (Some of these terms are defined in Human Heritage, pages 526, 530, 531 and 532.)

. On a map of the world, have students locate the major First World countries.

. Using First World countries as examples, discuss the main characteristics which make them First World countries. The following questions can be used as a guide:
  - How wealthy are the countries?
  - What types of economic systems do the countries have?
  - Is the population primarily urban or rural? What is the significance of this?
  - What type of government do most First World countries have?
  - What can be said about education?...standard of living?...social programs?
  - What other terms are often used to describe First World countries? (industrialized, developed, rich, countries of the North)

Development

. Have students locate pictures which show various aspects of modern industrialized society.
  - What benefits of industrialization can you see in the pictures?
  - What problems created by industrialization can you see?
  - What might have caused particular features of industrial society to appear?

. Have students compare life in pre-industrial England with their own way of life. Ask them:

- What does your family buy that a family living in pre-industrial society produced for themselves?
- What goods and services does your family provide for itself?
- Suppose that you and your family were suddenly cut off from electricity, telephones, modern transportation, supermarkets, department stores. How would you go about supporting yourselves? What would you have to do without? Do you think you would be better off or worse off than a pre-industrial family? Why?

. Have students examine the Enclosure Movement (approximately 1760-1815) by answering questions such as:
- What changes did the enclosure movement make? What was its impact on many rural families?
- What were the advantages of enclosure?...the disadvantages?
- Was the enclosure movement worth it?

NOTE: See Appendix A for further background information on the Enclosure Movement.

. Have students examine the Industrial Revolution by answering questions such as:
- What basic change was introduced by in the Industrial Revolution?
- Is the Industrial Revolution still going on? Discuss.
- What factors need to be present for industrial growth to occur? (raw materials, transportation, skilled labour, markets, capital, technology, power, favourable government, etc.)
- What are the advantages of the "factory system?"...the disadvantages?
- You are a person interested in setting up a new factory. What factors would you consider in deciding its location? Why?
- What major changes did the Industrial Revolution bring to countries where it occurred?
- Why did the Industrial Revolution begin in Britain? What advantages did this give to Britain?
- Identify several important inventors associated with the Industrial Revolution. What were their contributions?
- How might the increased production of iron and steel affect peoples' lives?
- How was transportation affected by the Industrial Revolution? What sorts of changes would this bring in human life?

. Suppose that you had an idea for a new invention. Research how you could go about putting your idea into practise.

. Arrange to interview some present-day inventors and/or business person (e.g., an engineer, a scientist, as operator of a small business, a researcher, a lawyer who specializes in patents). In preparation for the interview prepare questions such as:
- Where do the most important inventors come from today?
- What does it take to produce a successful new product?
- What are the rewards for a successful invention?
- How do you market a new invention?

Have students share the highlights of the interview with their classmates.

- Have students talk to someone or to several people who work in a factory. Ask factory workers to describe their work day. What do they like best about their jobs? What do they like least?

OR

- Have students talk to one or more persons with a small business of their own, e.g., small bakery, pizzeria, autobody shop, television repair shop, shoe repair. Ask them to describe their work day. What do they like best about their jobs? What do they like least? Share findings with the class.

- Have students explore the life and working conditions in early industrial England by reading a novel of the period (e.g., by Charles Dickens). Ask them:
  - How are conditions different today?...similar?
  - What were some of the unjust conditions which existed in early industrial England? What are some unjust conditions today?
  - How were conditions changed in industrial England? How are conditions changed today?

- Have students research some of the impacts (both positive and negative) of the Industrial Revolution on the environment. Consider:
  - social (urbanization, working conditions, trade unions);
  - physical (pollution, etc.).

OR

- Have student organize debates on topics concerning the effects of industry upon the environment. Have them make use of oral, written and visual information. These debates could be staged for the benefit of other groups in the school or for parents. Some possible topics are: various forms of pollution, worker safety, reforestation, oil exploration in the north, and the Garrison Diversion Project.

- Discuss how industrial societies have shaped their environment.
  - Where are industries located?
  - Examine growth of urban centres.
  - Discuss their impact on the physical environment.

- Examine some of the challenges facing societies of the First World today. Consider maintaining a supply of raw materials for industry, maintaining the economy and a high standard of living, coping with environmental concerns, easing tensions between the First, Second and Third Worlds.

- Industry and machines have significantly changed the way people live. These changes did not happen all at once, but the overall effect has been dramatic enough that the whole process is usually referred to as the Industrial Revolution. Ask students:
  - What happened?
  - What caused it to happen?
  - Was it worth it?

OR

- Looking back from today, have students draw up a balance sheet on the Industrial Revolution. Have them:
  - list all the things about the Industrial Revolution that they think

were good--the benefits. (What did we gain?)
- list all the things about the Industrial Revolution which they think were bad--the costs. (What did we lose?)
- find the balance. Would they say the benefits outweighed the costs? Have them give reasons. (Was it worth it?)

Conclusion

. Using Britain as the example, examine factors which contributed to the development of an industrialized First World nation. (Chapter 34 and 37 of Human Heritage)
  - agricultural changes
  - industrial revolution
  - colonization and trade

  Questions:
  1. What did it take for England to become industrialized? What were the ingredients of successful industrialization? (advances in technology, increases in agriculture, importation of raw materials, world markets for English products, improved transportation, securing colonies, etc.)
  2. What type of people became "successful" at the time of industrialization? How did they contribute?
  3. How did England change after it became industrialized? Was it worth it?
  4. Have other First World countries industrialized in a similar way? Discuss.

. Have students in small discussion groups arrive at a statement of conclusion or generalization (backed by evidence) on each of the following. Then have a member of each group present the conclusion or generalization to the class. From this information a class conclusion or generalization should be developed. (This activity is suggested for each topic.)
  - How adequately does the First World country meet the basic survival needs of its people? What factors did your group consider to arrive at its conclusion? (food, water, clothing, shelter, services, transportation, communication, health care)
  - To what extent are social welfare programs both available and accessible to the general population? (unemployment insurance, jobs, family allowance, medicare, old age pension, social welfare)
  - To what degree are civil rights and freedoms guaranteed and "enjoyed" by the population in general? (freedom of speech and press, freedom of mobility, freedom of religion, freedom to criticize and influence decision-makers, guarantee of rights)
  - To what degree are the following opportunities available to the public in general? The right to a free education; access to various media such as television, radio, newspaper, books, magazines; ability to participate in culture--museums, art, literature, music, recreation, entertainment.
  - What does your group see as the major challenges facing a First World country? Are these generally true for most First World countries?
  - What steps could be taken to improve the way of life in a First World country?

. Assist students in drawing conclusions from their study of this topic. The following are examples of possible conclusions.
  - First World countries have similar characteristics.
  - The Industrial Revolution, begun in England, rapidly spread to other areas of the Western world.
  - Industrial societies have had a significant impact on the physical and social environments.
  - People in First World countries meet their basic needs in ways very different from those of earlier societies.
  - The interdependence of First World countries with countries of the other two "worlds" is significant.

. Summarize the main points necessary for a country to evolve into and remain a First World country.

SUGGESTED ACTIVITIES

Topic 2: Life in a Contemporary Communist Society (Second World)

- What is meant by a Communist society? What are some of its main characteristics?
- What factors have contributed to the development of a Communist society such as the USSR?
- How do people in Communist countries meet their basic needs for food, shelter, clothing, health and security?
- How does the decision-making power (organization of society) of a Communist society differ from that of a democratic capitalist society in terms of both economic and political considerations?
- What challenges are facing the societies of the Second World?

Introduction

. Have students read pages 614-618 in Human Heritage, and ask them to find definitions of: revolution, tsar, bolshevik, Communism, bourgeoisie, collectivization, five-year plan. Discuss these terms in class and develop a common working definition for each.

. Locate the Communist countries on a map of the world and relate their geographical location and extent to that of First World countries. Why do we often refer to the Communist countries as the "Communist Bloc"?

. Have students examine important geographical characteristics of the USSR, the largest Second World country:
  - On an outline map of the USSR, identify the republic, important bodies of water and landforms, cities, surrounding countries.
  - Complete a chart similar to the following to identify some important characteristics of the USSR. Compare them with characteristics of Canada.

Characteristic	USSR	Canada
Area		
Population		
Major political divisions		
Population density		
% Rural Urban		
Birth rate		
Death rate		
Life expectancy		
Literary Rate		
GNP		

- What conclusions can you draw from the above chart?

Development

A suggested resource to supplement Human Heritage is Phyllis Arnold's The Soviet Union, (Canadian Social Studies Services). It is listed in the Manitoba Textbook Catalogue (No. 51876).

. Have students examine the historical factors of the 1917 Russian Revolution which made the USSR the major Second World country. (The Soviet Union, pp. 103ff). Have them answer the following questions.
  - What were some reasons for the breakdown of imperial Russia? (inefficiency of government, dissatisfaction of the people because of living and working conditions, effects of World War I, etc.)
  - Why did Russia enter World War I? Identify some countries fighting with Russia...against Russia.
  - How did World War I influence Russia? (Realization that it was not industrially equipped, lacked organization and direction, etc.)
  - What was the type of government prior to the Revolution of 1917? Briefly discuss it.
  - Define revolution. Identify several different types of revolutions.
  - What were the main events of the Russian Revolution. What major change resulted from the Revolution?
  - Distinguish between Russia and the Union of Soviet Socialist Republics (USSR).
  - What major changes have taken place in the USSR since the revolution of 1917? (Consider changes in living and working conditions, industry, agriculture, military, etc.)
  - Do you think that the Russian Revolution was justified? Why?

. Have students examine the Communist system of government introduced after the Russian Revolution of 1917. (The Soviet Union, pp. 217 ff)
  - Which is the only political party recognized in the USSR? What powers does it have? What is its approximate membership? What are some of

its important characteristics?
- If only one party can be represented in an election, why is there an election? (Discuss.)
- What is the importance of some of the following institutions of the Communist Party: Young Pioneers, Komsomol, Pravda, Party Congress, Central Committee, Politburo, Secretariat, party cells, KGB.
- Why would a Soviet citizen want to become a member of the Communist Party?
- In what major ways is the government of the USSR different from the government of Canada?

. Compare the decision-making process of a Communist country with that of a First World country (e.g., England or Canada). A chart similar to the following may be helpful.

DECISION-MAKING PROCESS

COMMUNIST SOCIETY	DEMOCRATIC CAPITALIST SOCIETY
- single party system	- multi-party system
- only communist party members or those endorsed by it have the opportunity to run for election	- any person has the opportunity to run for election in a party or as an independent
- Party Chairman as head of government, chosen from within the Politburo which is the actual governing group	- Prime Minister as head of government
- the Soviet is composed of elected party members but has very little power	- Cabinet chosen from among the elected members of the House
	- government answerable to the opposition in the House of Commons

NOTE: The basic economic problem faced by all societies is the allocation of limited resources (land, labour, capital) to meet the needs and wants of its people. Societies must therefore develop economic systems to make such important decisions as the following with regard to producing goods and services:
. What kinds of goods and services should be produced?
. What methods should be used to produce the goods and services?
. For whom are these goods and services to be produced? (How are they to be distributed?)
. How much should be produced now?...produced in the future?

. Have students examine economic systems which have evolved because societies have made different decisions about producing goods and services from those in Canada because they hold different values.

The Soviet Union, pp. 151 ff.)

- Identify at least three important economic systems in the world. (Capitalist, free enterprise, private ownership economy; centrally planned, socialist, collective ownership economy; mixed economy.)
- What are some significant characteristics of the capitalist economy, the centrally planned economy and the mixed economy?
- Which economic system most closely describes the one in the USSR? the one in Canada?
- Compare the economic system of the USSR with that of Canada by answering the following questions for each country.

QUESTIONS	USSR	CANADA
1. Who makes the decisions about what kind of goods and services should be produced?		
2. Who owns (controls) the means of producing the goods and services?		
3. Who owns most of the land resources (agricultural land, forests, mineral deposits)?		
4. Who controls the decisions regarding the size and type of the labour force in producing goods and services?		
5. Who takes the responsibility of ensuring medical facilities for a healthy labour force?...of ensuring educational facilities for a trained labour force?		
6. Who owns the banking system?		
7. Who owns the capital (mills, factories, mines, etc.)?...the communication facilities (telecommunications, terminals, telephones, newspapers, magazines, television stations, radio stations, book publishers)?...the transportation facilities (railroads, merchant marine fleets, trucking, airlines, etc.)?...the power supply (hydro-electric power, thermal/nuclear stations, fuel, etc.)?		
8. Who employs most of the people?		
9. Who owns the farms and farmland? Who makes the decisions related to types of crops, machinery purchase, labour, etc?		

Note the answer for the USSR will be "the government" in most cases; while in Canada there will be a combination of government, business, and individuals.

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10. Who develops the natural resources? (minerals, forests, water resources, etc.)		
11. Who controls the heavy industry? (iron and steel production, chemical production, refining crude oil, production of locomotives, trucks, buses, tractors, etc.)		
12. What is the Gross National Product (GNP) of each country? What is its significance?		

- What are some conclusions that you can make from the chart?
- What are the major differences between the economic system of the USSR and that of Canada?...the major similarities?
- What advantages do you see in each system?
- Which economic system do you prefer? Why? Distinguish between socialism and communism.

. Divide the class into groups and have them gather information on a country of the Second World other than the USSR, using the following headings (information should be visual as well as written):
- a map of the country,
- population and ways of meeting basic needs,
- resources, industry and agriculture.

Have the groups present their findings in class and summarize these on a "country poster" which can then be put up in the classroom.

. Have students compare life in Second World countries with life in First World countries. Does life in the Second World reflect the Commmunist ideal? Does life in the First World reflect its ideals?

. Have students examine the tensions which exist between First and Second World countries and the resulting arms race which threatens world peace.

. Have students examine some of the challenges which are facing the societies of the Second World. Have them consider:
  - maintaining a supply of raw materials for industry;
  - achieving independence in food production;
  - providing adequate goods and services to meet the consumer needs of the people;
  - maintaining control over a widely diverse population;
  - easing tensions between the Second World and the First World; between the Second World and the Third World.

Conclusion

. Using the USSR as an example, have students examine factors such as political and economic changes which contributed to its development as a Second World country. Have them consider:
- What ingredients caused the USSR to become Communist?

  - How did the USSR change after the revolution? Was it worth it?
  - Have other Second World countries changed in similar ways? Discuss.

- Have students in small discussion groups arrive at a statement of conclusion or generalization (backed by evidence) on each of the following. Then have a member of each group present the conclusion or generalization to the class. From this information a class conclusion or generalization should be developed. (This activity is suggested for each topic.) (The Soviet Union, pp. 241 ff)
  - How adequately does the Second World country meet the basic survival needs of its people? What factors did your group consider to arrive at its conclusion? (Food, water, clothing, shelter, services, transportation, communication, health care)
  - To what extent are social welfare programs both available and accessible to the general population? (Unemployment insurance, jobs, family allowance, medicare, old age pension, social welfare.)
  - To what degree are civil rights and freedoms guaranteed and "enjoyed" by the population in general? (Freedom of speech and press, freedom of mobility, freedom of religion, freedom to criticize and influence decision-makers, guarantee of rights.)
  - To what degree are the following opportunities available to the public in general? The right to a free education; access to various media such as television, radio, newspaper, books, magazines; participation in the culture--museums, art, literature, music, recreation, entertainment.
  - What does your group see as the major challenges facing a Second World country? Are these generally true for most Second World countries?
  - What steps could be taken to improve the way of life in a Second World country?

- Assist students to draw conclusions from their study of this topic. The following are examples of possible conclusions.
  - Second World countries have similar characteristics.
  - The Russian Revolution led to the formation of a Communist society whose ideology and form of government has spread to many other areas of the world.
  - The decision-making powers are very different when compared to those of First World countries.
  - People in contemporary Second World countries meet their basic needs in ways that are different from those of First World countries.
  - There are certain challenges which Second World countries share with all nations of the world (e.g., depletion of resources, world peace).

- Invite a speaker who has lived or travelled extensively in a Second World country to class to share his or her experiences.

- Invite a speaker to talk to the students about the arms race and the movement for nuclear disarmament after showing a film on the subject.

SUGGESTED ACTIVITIES

Topic 3: Life in a Contemporary Developing Society (Third World)

- What is meant by development?...by a developed society?...by a developing society? What are some of the main characteristics of each society?
- What historical factors have contributed to making a large part of today's world a "Third World" or a "developing world"?
- To what extent do people in a developing society (as compared to those in a developed society) meet their basic needs of food, shelter, clothing, health and security?
- How is the Third World interdependent with the First and the Second Worlds?
- What characteristics of a First and Second World society are evident in a developing Third World society?
- In what ways could aboriginal populations such as the North American Inuit or Indians, the New Zealand Maori, or the Scandinavian Lapps be considered as "developing societies" even though they inhabit "First World" countries? What cultural traditions and historical events help to explain the contemporary position of these aboriginal groups?

Introduction

This topic has been developed with some additional background for teachers. To make the unit more interesting, worthwhile and enjoyable for students, relate the study to current information available from newspapers, television, radio and magazines on the less developed parts of the world, namely Asia, Africa and Latin America. Have students collect as many pictures and articles as possible which shows life in a Third World country today.

. Elicit from students what they know about the Third World by working through the following class exercise. In groups of two, have students list as many words or terms that they can think of that relate to the Third World but begin with different letters of the alphabet.

(3 points for the first word or term beside each letter and 1 point for each additional word.) This can also be a timed item.

		Points
a.		
b.		
c.		
d.	e.g., disease (3), disparity (1), developing (1)	5
e.		
f.		
etc.		
	Total	

. Have students share their words or terms with the class and discuss them. Develop definitions or explanations of significant terms or words.

. Have students locate Third World countries on an outline map of the world and answer these questions:

- In general where are Third World countries located? (southern hemisphere, near equator)
- What problems does the location of Third World countries create?
- What other terms are often used to describe countries of the Third World? (Industrializing countries, developing countries, less developed countries, underdeveloped countries, poor countries, countries of the south, pre-industrial countries, under-industrialized countries.)
- What are two or three significant characteristics of Third World countries?
- Approximately how many Third World countries are there? What is the approximate population of all the Third World countries? (There are over a hundred Third World countries with a total population exceeding three billion.)

. Have students share their impressions or perceptions of the Third World.

- On what basis have they formed these impressions or perceptions?
- How reliable are the impressions or perceptions that they have of the Third World?

. Have students identify characteristics which could be used to measure the level of development of a country (e.g., literacy rate and length of time in school, infant mortality, birth rate, death rate, life expectancy, degree of medical care, food intake, working conditions, political stability, prevalence of disease, level of mechanization, per capita income, etc.)

Development

. Have students complete the following chart by filling in the column "Less Developed" (Third World) and "More Developed" (First and Second World) from the information given. The answers will be approximate and will serve primarily to compare generally the Third World countries with the First and Second World countries. (Have students take an approximate average.)

CHARACTERISTICS[1]

	Less Developed World (Third World)			More Developed World (First and Second World)			Less Developed	More Developed
	Africa	Asia	Latin America	North America	Europe	USSR		
Birth Rate (per 1000)	45	28	31	15	13	20		
Death Rate (per 1000)	16	10	8	8	10	10		
Natural Increase %	2.9	1.8	2.3	0.7	0.3	1.0		
Population Doubling Time (years)	24	39	30	99	240	71		
Infant Mortality per 1000 Births	110	87	62	10	15	32		
Population Under 15 Over 65 %	45 3	39 4	38 5	22 12	22 13	25 10		
Urban Population %	31	27	66	74	73	64		
Rural Population %	69	73	34	26	27	36		
Per Capita GNP 1983 US $	750	940	1890	13890	8200	6350		
Life Expectancy (at birth) years	50	60	65	75	73	69		

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[1] 1985 World Population Data Sheet, Population Reference Bureau Inc., Washington, DC.

- What do you see that is significant about the chart?
- What did you find most surprising?
- What conclusion(s) can you make from the information on the chart?
  NOTE: See Appendix B for some conclusions.

. Have students examine the meaning and characteristics of development, developed society, and developing society.

- Which characteristics of development would you identify as being very important to a society?...as being of lesser importance?
- What is a meant by a developed society? What are some of its main characteristics? Give several examples.
- What is meant by a developing society? What are some of its main characteristics? What characteristics are similar in a developing and developed society?

NOTE: See Appendix C for some ideas on development.

. Have students identify, examine and briefly discuss characteristics which could describe Canada as a "developed society."...which could describe Canada as a "developing society." To what degree is Canada a developed society? Discuss.

. How is a developing society similar to an early historic society that you studied in Unit I?...how is it different?

. Third World countries are often grouped together in a way that implies that they are all quite similar. However, the concept Third World includes countries that are diverse in geographic, historic, political, economic, social, cultural, racial, and ethnic terms (similar to the diversity evident among countries of the First and Second World.)

- Have students select several Third World countries and show examples of diversity. (Students can illustrate this through statistics, pictures, articles, climatic studies, geographic reports, etc.)

NOTE: See Appendix D for some background information on the diversity found among Third World countries.

. Have students examine life in India or another country, using the following headings as a guideline. (Human Heritage, pp. 635-637)
- nationalism and the independence movement,
- population,
- religion and culture,
- agriculture and industry,
- government,
- standard of living as measured by GNP, life expectancy, per capita income, etc.

. The class may be divided into small groups and each one assigned a Third World country to research. Have each group develop a "country chart" containing a summary of their findings (with graphs, pictures and written information) and present it to the class. Countries should be chosen in view of the information available from encyclopedias, books, films and filmstrips, by writing to an embassy, etc. Post charts on the wall. Based on these findings, identify the main characteristics of a Third World society. Encourage students to collect examples of media coverage of development issues for an individual scrapbook or for a class scrapbook.

. Have students explore how colonialism, the Industrial Revolution and multinational corporations have contributed towards making so much of the world a Third World.

- Groups of students could be asked to prepare short presentations to be given to the class. Each group should attempt to make one or two good points on how each of the above have contributed towards making parts of the world a Third World. These could then be summarized for the class.

NOTE: See Appendix E for background information.

. Through films, slides and articles, have students examine how people in the Third World meet their basic needs and what problems they face in meeting these needs (Human Heritage, pages 636, 639, 640 and 644). Have them compare life there with life in the First and Second Worlds.

. As a result of this examination of life in the Third World, discuss the major challenges facing Third World societies. Consider:
- food production and distribution,
- cash-crop economy,
- population growth and distribution,
- industrialization and resource development,
- stability of government,
- health and education,
- international tensions.

. Examine how First and Second World countries influence countries of the Third World.
- To what extent are First and Second World countries willing to share their high standard of living with the developing world?
- Are Canadians willing to accept a lower standard than they have at present to share more of the existing wealth with those in developing countries? Are you?
- Do First and Second World countries overemphasize consumption and material well-being as the path to happiness and self-fulfillment?
- Should First and Second World countries be made more concerned about the rapid rate of depletion of the world's natural resources?
- Should Canada reduce or eliminate tariffs from imported goods for developing countries?

. Have students identify people or organizations which have contributed significantly to the development of developing countries. Have students research the projects that one of these people or organizations are involved in and prepare a report to share with the class or invite the person in to discuss what his or her organization is doing.

. Have students analyze how different peoples from the Third World view the world by studying some of their sayings, beliefs, legends and short stories, art and music. Compare these to some of our own. How are people similar, regardless of cultural background or standard of living?

- Review the characteristics of Third World countries and ask students if any social or cultural groups in our own country could be considered "Third World" (e.g., the Native peoples of Canada). Draw parallels with other aboriginal groups elsewhere (e.g., Australia, Scandinavia). Compare these societies with Third World countries in terms of:
  - meeting their basic needs,
  - social organization,
  - industrialization,
  - standard of living.

- By studying one group (e.g., Canada's Native population), discuss the possible reasons for the existence of Third World societies within the First World. Consider geographical, historical and cultural reasons.

Conclusion

- Have students in small discussion groups arrive at a statement of conclusion or generalization (backed by evidence) on each of the following. Then have a member of each group present the conclusion or generalization to the class. From this information, a class conclusion or generalization should be developed. (This activity was suggested for the First and Second Worlds also.)
  - How adequately does the Third World country meet the basic survival needs of its people? What factors did your group consider to arrive at its conclusion? (food, water, clothing, shelter, services, transportation, communication, health care)
  - To what extent are social welfare programs both available and accessible to the general population? (unemployment insurance, jobs, family allowance, medicare, old age pension, social welfare)
  - To what degree are civil rights and freedoms guaranteed and "enjoyed" by the population in general? (freedom of speech and press, freedom of mobility, freedom of religion, freedom to criticize and influence decision-makers, guarantee of rights)
  - To what degree are the following opportunities available to the public in general? The right to a free education; access to various media such as television, radio, newspaper, books, magazines; participation in the culture--museums, art, literature, music, recreation, entertainment.
  - What does your group see as the major challenges facing a Third World country? Are these generally true for most First and Second World countries?
  - What steps could be taken to improve the way of life in a Third World country?

- Hold an international dinner with representative meals of a specific country from each of the three worlds. Have students research the meals in terms of their caloric values, nutritional values, production methods, etc.

- On a map, chart the countries which presently have nuclear weapons. Identify which are First, Second and Third World. On the same map, chart the countries expected to have nuclear weapons in the near future. Identify which are First, Second and Third World. (Note: the first group will be largely First and Second World countries and the second group largely Third World countries.) On the basis of this information, answer the following questions:

- To what degree does the arms race between the First and Second Worlds lead Third World countries into spending money on arms that possibly should be spent on other forms of development?
- Due to the amount of money spent on arms instead of on development, what are the chances of the Third World nations achieving First World status?
- Given the political instability in many Third World countries, what are the chances that their build-up of nuclear weapons may be a vital factor in the event of a global confrontation?

- Invite a speaker who has lived or worked in a Third World country to share his or her perceptions with the class.

Unit Concluding Activity

NOTE: The following activity attempts to show the disparity that exists on the Spaceship Earth. It is also an attempt to show that a country in the First World, such as Canada, is rather fortunate when compared to many other countries in its ability to meet the needs of its people. The activity also provides an opportunity to explore the obligations the First and Second Worlds have to the Third World.

It also causes students to discuss and share their opinions about how adequately they think the countries in each "world" meet some specified needs of the people.

- Using the suggested scale, have each group of students give an evaluation of how adequately they think each "world" meets specific needs of its people. After each evaluation, have the groups give a comment on the reasons for their choice. Each group need not do all the topics.

  Question: In general, how adequately are the needs of the people met in the countries of the First World?...Second World?...Third World?

Scale:

1	2	3	4	5
	less than adequate	adequate	more than adequate	

Each group assigns a scale between 1-5 to the sub-items and then gives a reason for their choice. A chart similar to the following (but larger) could be used. The focus should be on the process.

Specified Needs	First World Countries Evaluation/ Comment	Second World Countries Evaluation/ Comment	Third World Countries Evaluation/ Comment
1.0 Survival Needs			
1.1 - food 1.2 - shelter 1.3 - clothing			
2.0 Social/Economic Needs			
2.1 - education 2.2 - health care 2.3 - general welfare (unemployment insurance, family allowance, pensions, worker's compensation) 2.4 - security (police, fire, etc.) 2.5 - communication (telephone, radio, T.V., mail, newspapers, magazines, etc.) 2.6 - transportation (road, rail, air, urban) 2.7 - consumer goods (availability, variety, etc.)			
3.0 Non-Material Needs			
3.1 - recreation 3.2 - entertainment 3.3 - music 3.4 - art 3.5 - literature			
4.0 Freedoms/Human Rights/Needs			
4.1 - freedom of speech and press 4.2 - freedom of movement			

4.2 - freedom of movement			
4.3 - freedom of religion			
4.4 - guaranteed human rights			

. After the chart has been completed, have students answer the following questions:
- What conclusions or generalizations can you make when comparing the three worlds?
- How would you describe the standard of living in First World countries?...Second World countries?...Third World countries?
- How would you describe the quality of life in the First World countries?...Second World countries?...Third World countries?
- Who is responsible for ensuring that the needs of the people are met?
- Why are the First and Second World countries able to meet needs more adequately than the Third World countries?
- Which needs do you see as being the most important? How do these compare in the three worlds?
- What obligations should the First and Second World countries have to the Third World countries? Why?
- What do you think should be done to meet some of the needs in Third World countries which are not now being adequately met? How?
- Give examples of "Third World areas or regions" within the First World. What should be done? How?
- Do you think the needs of people in Third World countries are less than those of people in the First and Second World countries? Why?
- What are the implications for the Spaceship Earth of the ever-increasing economic needs of the people in the First, Second and Third World countries?
- Which world has the real power on the Spaceship Earth? Why?

. Briefly describe the kind of world you would like to see. What should be done to make such a world?

APPENDICES

APPENDIX A

ENCLOSURE MOVEMENT
(approximately 1760-1815)

In most English villages, before enclosure, all the land that was used as farmland was divided into a number of large open fields, which were divided into rectangular sections. Those were further sub-divided into long narrow strips of about 0.25 hectres. Usually farmers owned strips in more than one rectangular section, so that they would own some good and some bad land. Under this system, they held certain pasture land in common and they could also share their oxen team.

After enclosure took place in a village, the fields were no longer divided into strips. Instead, each landowner was given one piece of property, similar in size to the amount owned in strips before. The large landowners benefited most, because it was now possible to use new more efficient methods of farming and raising animals. The common pasture rights were lost, and farmers had to fence in their pasture land, which was very expensive. For the small farmers this, and not having enough animals to farm their land, often forced them to sell their plots to large landowners and either rent or work on someone else's land for a wage.[1]

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[1] Nicholas B. Fessenden, The Impact of the Industrial Revolution, Foundations in Social Studies, (New York: Harcourt, Brace Jovanovich, 1978), pp. 20, 21.

APPENDIX B

COMPARING THIRD WORLD WITH FIRST AND SECOND WORLDS

Conclusions from the chart comparing the less developed world (Third World) with the more developed (First and Second Worlds). Teachers and stuents may want to add to this list.

Third World	First and Second World
65% - 70% of world population	30% - 35% of world population
20% - 25% of world wealth	75% - 80% of world wealth
15% - 20% of world trade	80% - 85% of world trade
10% - 15% of world manufacturing industry	85% - 90% of world manufacturing industry
under 5% of world research	over 95% of world research
average life expectancy just over 50 years	average life expectancy just over 70 years
population distribution rural 75% urban 25%	population distribution rural 30% urban 70%
education: 50% have no or little opportunity to become literate	education: generally secondary level or more
population doubling time approximately 35 years	population doubling time over 100 years
official aid received is just over $20 billion a year (1980)	military spending is over $500 billion a year (1980)

APPENDIX C

IDEAS ON DEVELOPMENT

Development is a process that can be illustrated by how adequately a society provides the basic and other needs for its population (i.e., food, water, clothing, shelter, health care and social services, employment, security, government, basic education, transportation, communication, consumer goods, recreation, the arts, human rights and freedoms, a sense of worth, self-respect and equality, and the right to participate in the decisions that affect them).

Development also includes a process of change in a society which moves it towards a more industrial society; a more complex technological society; and towards a society of social and economic well-being from a society of social and economic poverty.

"...all countries are, or should be developing and no country is fully developed."[1]

"The question of development is a question of values, since it asks us to decide how much responsibility we have for other people."[2]

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[1] Lester B. Pearson (Chairman), Partners in Development, Report of the Commission on International Development (Washington, DC: Praeger Publishers, 1969), p. 9.

[2] Tomorrow's World, Canadian Red Cross Society, 1982, p. 26.

APPENDIX D

THE DIVERSITY OF THIRD WORLD COUNTRIES

Background information on the diversity found among Third World countries. Much of this information comes from Paths of Development[1] and is used with permission.

1. A defining characteristic of the Third World is poverty, but there are significant regions and social classes which are not poor in the Third World. Developing countries can be grouped according to their level of development. For example:

   - Newly Industrializing Countries (NIC's) are countries that have a significant degree of industrialization; e.g., Taiwan, Singapore, South Korea, Hong Kong, Malaysia, Mexico, Brazil, Argentina.

   - Oil-rich OPEC Countries have enjoyed large national incomes from the export of petroleum. However, they are still struggling to develop their societies so that the benefits can provide a better life for all; e.g., Saudia Arabia, Bahrain, Iraq, Kuwait.

   - Least Developed Countries (LDC's), have low per capita incomes, low rates of literacy, low agricultural productivity, limited resources, lack of skilled personnel, weak institutions; e.g., Afghanistan, Bangladesh, Ethiopia, Chad, Haiti.

2. Geographically, there is a significant diversity as well. Third World countries vary in size and population, population characteristics, and resources.

   - size and population: On the one hand there are countries that are both large in area and in population, e.g., China, India, and Brazil. On the other hand there are countries that are small in area and population, e.g., Gambia, Malawi, Jamaica, North Korea, etc.

   - population characteristics: Some developing countries are experiencing population growth rates around 30 per 1000 (doubling in 23 years); e.g., Kenya, Zambia, Honduras. On the other hand, several countries have brought their rate of natural increase down considerably, e.g., Singapore, Uruguay, Cuba. In many Third World societies parents often have many children to help in agriculture, to assist them in time of illness, and to look after them in old age. In countries where birth rates are declining such as Sri Lanka,

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[1] Paths of Development produced by ACCESS NETWORK and TVOntario, c 1986. This is a program on development which includes six one-half hour video tapes, student readings and a teacher's guide. (See Suggested Learning Resources for further details.)

Singapore, Taiwan, Argentina, and Cuba, most have, or once had, some national policies favoring the low-income groups. In countries such as Brazil, Venezuela, the Philippines, and Mexico, however, the well-being of low-income groups is diminishing, and birth rates are not declining significantly.

- resource distribution: e.g., Gabon contains very rich mineral deposits, Indonesia has fertile volcanic soil, great timberlands, petroleum, tin, bauxite, etc. while countries such as Chad and Mali have a very small resource base both in terms of fertile soil and natural resources.

3. Economically, countries of the Third World demonstrate a wide range of choices on the question of public vs private enterprise. Some have placed emphasis on private enterprise; some have chosen public enterprise; while others have opted for balanced, "mixed" economies. In most cases, though, elements of both private and public enterprise can be seen. Example of countries that have chosen to rely heavily on central planning include China, Cuba, Syria, and Vietnam. Such countries as Brazil, Sierra Leone, Kenya, and Malaysia have tended to rely more on private enterprise. India and Peru, by contrast, have opted for more of a balanced approach. They have made use of central planning and state ownership but have allowed a substantial degree of private enterprise as well. Others, such as Chile, have dictatorships.

4. Culturally, the Third World countries demonstrate a wide diversity not only among different countries but within countries as well. For example;

   - In India over 1600 dialects are spoken and the consitution recognizes Hindi and English as well as 15 regional languages.

   - In Indonesia there are over 300 ethnic groups. A similar statement can be made for China.

   - Aborigines in the jungles and deserts of Africa, Asia, or South America differ culturally from those native peoples who live in the ports, mining towns, or cash-crop areas and have experienced "outside" influences (differences such as these can be found in developed societies as well).

APPENDIX E

COLONIALISM, THE INDUSTRIAL REVOLUTION AND MULTINATIONAL CORPORATIONS

Background information on how colonialism, the Industrial Revolution and multinational corporations have contributed towards making so much of the world a Third World. Much of this information comes from Paths of Development[1] and is used with permission.

A. COLONIALISM AND ITS RESULTS

Most developing countries share a history of having been colonies of one or another of the Western industrialized countries. "Almost all the imbalances that now affect the economics and politics of the Third World had their origins in colonialism."[2] The foundation of the present division of the world into industrial nations and the developing nations was laid by the colonial powers. Before they came into contact with the developed countries, many developing countries had economies in which some balance existed between agriculture and cottage industry. When these countries were colonized, this balance was changed, and they became primarily suppliers of raw materials and importers of finished goods. Developed countries did this by:

1. Transforming the colonies into a source of raw materials.

   Example: Britain wanted India to concentrate on producing food and raw materials for export to Britain's factories and homes. Large plantations were developed to produce jute, cotton and tea. Industrialization in India was not encouraged until the twentieth century. Most companies were British-owned, and the profits in most cases went to Britain. Raw materials often account for most of the exports of the less developed countries.

2. Imposing high tariffs on manufactured products from the colonies.

   Example: India's flourishing textile production was significantly decreased by British policies which put up tariffs against Indian cotton goods coming into Britain. However, Britain made it easier for her own textile manufacturers to export to India by getting rid of all Indian tariffs against British cotton goods. Third World countries have a difficult time selling goods to industrial nations because of import barriers. Imports of goods manufactured in the Third World are still discouraged by most Western nations because they compete with domestic industries.

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[1] Paths of Development produced by ACCESS NETWORK and TVOntario, c. 1986. This is a program on development which includes six one-half hour video tapes, student readings and a teacher's guide. (See Suggested Learning Resources for further details.)

[2] Harrison, Paul. Inside the Third World: The Anatomy of Poverty. 2nd ed. (Markham, ON: Pengiuin Books, 1981, p. 45.

Tariffs for developing countries' products exported to markets of developed countries are often higher than on similar exports from developed countries.

3. Shifting wealth from colonies to the developed countries.

   Example: For almost two centuries, the colonial administration in India sent much of its wealth back to Britain. Civil servants, for example who were paid out of taxes collected in India, invested money in Britain. Also, profits from shipping, banking, and plantations were invested in Britain rather than in India. Such action resulted in a gap between the European nations and the developing nations in terms of per capita incomes. (Whereas around 1800 there was little difference between them in their material standards of living, by the mid- 1900's, the average per capita income of the rich countries was many times greater.)

4. Changing the system of land-holding.

   Example: In Latin America, the Spaniards replaced a communial system of land holding with large estates and landless labourers. In Africa, a similar process took place. In Bengal, the British created a class of large landowners. The French did this with cotton in the Sahel. In this way the colonial powers created an economic order that is still largely in operation today.

   A resulting problem is the dependence of developing nations on just one or a few commodities for their export earnings. This dependence has made the economies of developing countries vulnerable to price fluctuations.

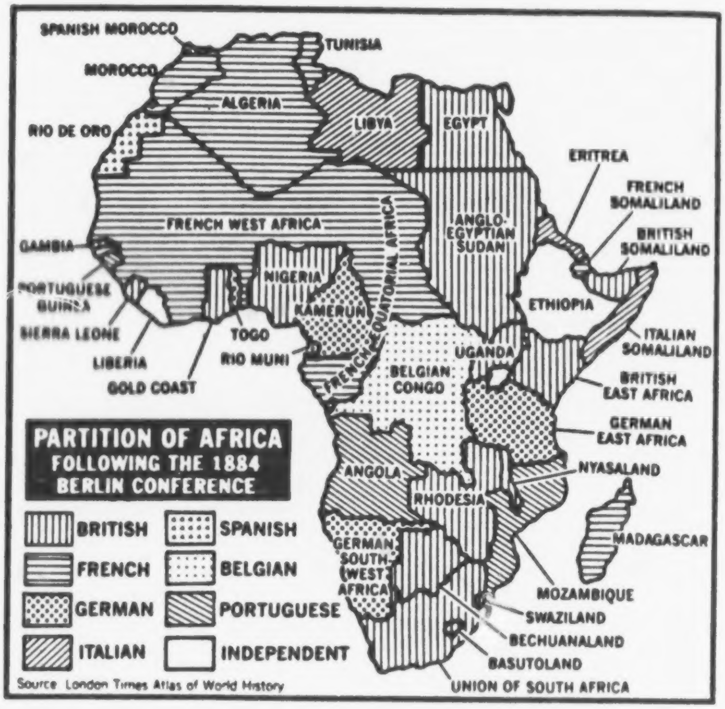
5. Creating a new kind of interdependence with the colonies (Imperialism).

   Example: Imperialism affected both the ruled and the rulers. By denying self-respect to the colonial inhabitants, the developed world undermined human relationships. In the colonial world imperialism often encouraged a servant-like mentality, causing ordinary people to seek favours, reject their own cultural values and adopt those of a foreign people who regarded them as inferior. Among the ruling peoples, it often encouraged arrogance and a feeling of superiority. Today the lack of confidence in themselves and their traditions is possibly a factor in the lack of economic and industrial power of developing countries.

6. Preventing Third World countries from sharing in any significant way in the major financial institutions.

   Examples: The international finance structure is largely controlled by the developed countries. Although developing countries represent approximately three-quarters of the world's population, they receive only a small percentage of the international monetary reserves. Developing countries have fewer than one-third of the votes of the World Bank and International Monetary Fund.

The following maps of Africa serve as an example to illustrate how colonialism affected a continent.


SPANISH MOROCCO
TUNISIA
MOROCCO
ALGERIA
RIO DE ORO
LIBYA
EGYPT
ERITREA
FRENCH SOMALILAND
BRITISH SOMALILAND
FRENCH WEST AFRICA
ANGLO-EGYPTIAN SUDAN
GAMBIA
PORTUGUESE GUINEA
SIERRA LEONE
LIBERIA
GOLD COAST
TOGO
RIO MUNI
NIGERIA
KAMERUN
FRENCH EQUATORIAL AFRICA
ETHIOPIA
ITALIAN SOMALILAND
UGANDA
BELGIAN CONGO
BRITISH EAST AFRICA
GERMAN EAST AFRICA
PARTITION OF AFRICA
FOLLOWING THE 1884
BERLIN CONFERENCE
BRITISH
SPANISH
FRENCH
BELGIAN
GERMAN
PORTUGUESE
ITALIAN
INDEPENDENT
ANGOLA
NYASALAND
RHODESIA
MADAGASCAR
GERMAN SOUTH WEST AFRICA
MOZAMBIQUE
SWAZILAND
BECHUANALAND
BASUTOLAND
UNION OF SOUTH AFRICA
Source: London Times Atlas of World History

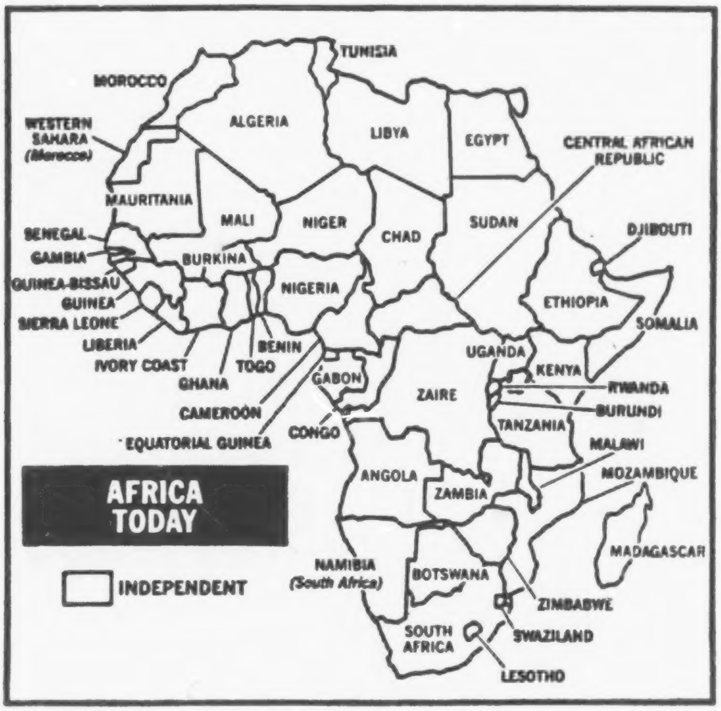
Winnipeg Free Press, February 2, 1985
(used with permission)

The Berlin Conference of 1885 "divided Africa into spheres of influence and ushered in an era of colonial rule whose effects can be seen across the continent."[1] Thirteen European nations and the United States attended the three-month conference (Nov. 15, 1884-Feb. 26, 1885). No African delegates were present. The Europeans assumed command of African history. The Africa of the 1700s consisted of several hundred independent states, some large, powerful and well advanced, others smaller, weaker and more primitive. "When the Europeans completed drawing their lines, these states had been condensed into about 40 pieces of territory."[2] The division of Africa had already begun earlier with France seizing Algeria

[1] "Berlin Conference Still Haunts Africa," Winnipeg Free Press, February 2, 1985, p. 47.

[2] Ibid.

(1830), Senegal (1860s) and Tunisia (1883), and the British establishing control of South Africa (1804) and Ghana (1874). By 1870, however, only about 10% of Africa was under colonial rule. From then on, European control began to expand rapidly. "Between 1880 and 1890 more than 26 million km^2 of territory and 100 million Africans came under the control of the European powers. By the year 1890, roughly 90% of the continent had been grabbed."[3]


TUNISIA
MOROCCO
WESTERN SAHARA (Morocco)
ALGERIA
LIBYA
EGYPT
CENTRAL AFRICAN REPUBLIC
MAURITANIA
MALI
NIGER
CHAD
SUDAN
DJIBOUTI
SENEGAL
GAMBIA
BURKINA
GUINEA-BISSAU
GUINEA
SIERRA LEONE
NIGERIA
ETHIOPIA
SOMALIA
LIBERIA
IVORY COAST
GHANA
TOGO
BENIN
UGANDA
KENYA
GABON
ZAIRE
RWANDA
BURUNDI
CAMEROON
TANZANIA
CONGO
EQUATORIAL GUINEA
MALAWI
AFRICA TODAY
ANGOLA
ZAMBIA
MOZAMBIQUE
MADAGASCAR
INDEPENDENT
NAMIBIA (South Africa)
BOTSWANA
ZIMBABWE
SOUTH AFRICA
SWAZILAND
LESOTHO

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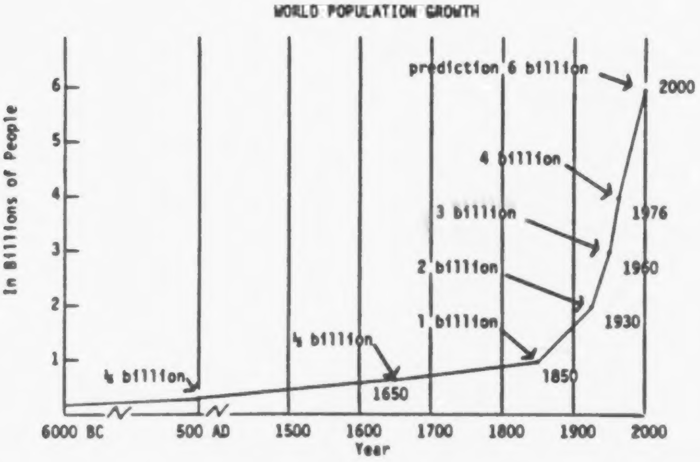
[3] "Berlin Conference: Colonial Carve Up," Canada and the World, September 1985, p. 18.

B. INDUSTRIAL REVOLUTION

A major effect of the Industrial Revolution on the Third World was the rather sudden increase in their populations. Third World population began to increase rapidly due to declining death rates, sparked by improvements in sanitation, nutrition, and improved medical facilities. Even though the death rate was significantly reduced, the birth rates remained very high which resulted in large growth rates.

A growth rate of 1% means a doubling time of 75 years; of 2% (½ of 75) 35 years; of 3% (½ of 35), 17 years; of 4% (½ of 17), 8 years (approximate figures).

Some of these large growth rates are still evident in developing countries today.

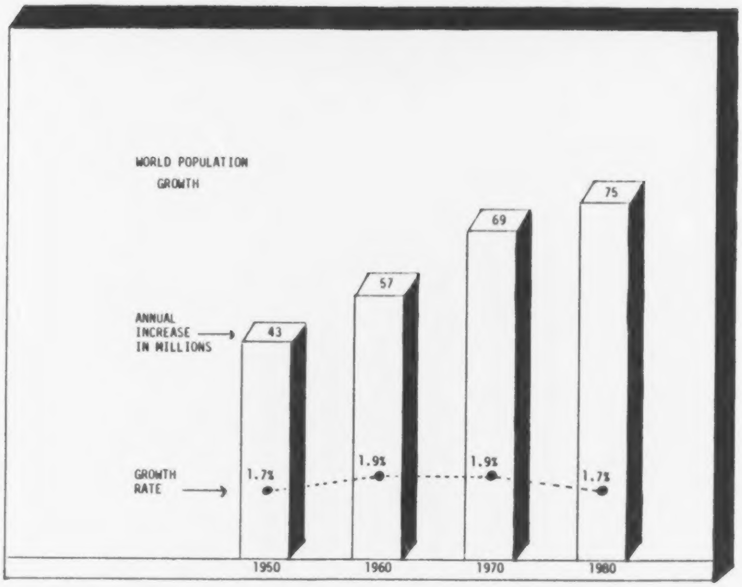


Listed below are the approximate number of years that it took the world population to double from:

¼ billion to ½ billion was 2150 years (500 BC - 1650 AD)
½ billion to 1 billion was 200 years (1650 - 1850)
1 billion to 2 billion was 80 years (1850 - 1930)
2 billion to 4 billion was 46 years (1930 - 1976)

From the above, it becomes obvious that the large increases in population, sometimes termed an explosion, is a recent occurrence.

POPULATION GROWTH



The approximate annual increase of individual countries recently was as follows: Nigeria, 2.8 million; Brazil, 3 million; India, 15 million.

C. TRANSNATIONAL (MULTINATIONAL) CORPORATIONS

There are multinational companies that have larger gross incomes than many developing countries. The concern of developing countries who depend on multinational corporations is to negotiate favorable terms for appropriate technology, for creating jobs, for maximizing a net return, and for minimizing their political power and cultural influence. In the past, many of the contracts, leases and concessions that multinational corporations negotiated with the developing countries benefited the multinational corporations at the expense of the host country. Because of royalty payments, tax concessions, subsidies, capital allowances, and tariffs, developing countries contend that they receive an unfair share of the benefits derived from the development of their own natural resources by the multinational corporations. Multinationals tend to intensify income disparities between rich and poor, and betwen urban and rural. They tend to intensify the rural-urban migration because they locate primarily in urban areas. As well, a substantial number of their trained and educated personnel tend to emigrate to countries of the developed world, seeking a better future for themselves in the developed world.

On the other hand, much of the technology, management talent, and private capital needed to solve the world's economic problems are controlled by multinational corporations. They also have the capacity to pull together resources, capital, and management skills as a package custom-tailored to the requirements of a given project. It also gives them a special capacity to transfer know-how to others in an effective way....a learn-by-doing, on-the-job situation. As a result of rapidly improving communications and transportation, multinational corporations have been a force in reducing restrictions, so that trade, commerce, goods, services, and ideas can flow more freely around the world for the benefit of all.

RESOURCES

SUGGESTED LEARNING RESOURCES

PREFACE

The learning resources, identified by the Social Studies Materials Selection Committee, have been selected to provide support materials for teachers and students. These resources are not intended to be comprehensive; revisions and additions will be made on an on-going basis.

Where possible, the selections have been matched with particular units. However, they are generally applicable to a specific aspect of each unit, rather than to the unit as a whole.

Some materials can be used at various levels and for different units. Reading comprehension, concept level, and overall format were considered for each grade level.

The learning resources are identified in four categories:

TEACHER RESOURCE

These titles are bibliographical, professional teacher publications, or may provide general informational background for the unit or topic. The reading level would be advanced for the grade level.

STUDENT RESOURCE: GENERAL

These titles provide basic information that may not be contained in the primary texts. Most students at the grade level should be able to read and comprehend the printed text.

STUDENT RESOURCE: ENRICHMENT

These titles provide additional depth of conceptual and creative content, which may be at a more advanced reading level than that found in the primary source texts. Generally, the title will emphasize an integrated approach.

STUDENT RESOURCE: REMEDIAL

These titles are written at reading levels that should provide remediation in comprehension, conceptual understanding, and skills for students who require study in these areas.

Consult the following titles for additional ideas for resources. These titles have been distributed to all schools; please check your school library or the Manitoba Education Library.

In Search of Canadian Materials

Published annually since 1977 by the Manitoba Department of Education, this bibliography identifies titles for all subject areas. Annotations and suggested reading levels are included.

Native Peoples: Manitoba Education Resources Pertaining to Indians, Inuit, and Metis

This is an annotated bibliography of materials located in the Department's library collection. Grade levels are noted next to the annotations (Manitoba Education) 1985.

Curriculum Index - Tools for Global Educators, Winnipeg: Agencies for International Development Education, 1986.

Slide tapes, filmstrips, kits, videotapes and films are identified to match the Manitoba grade one to grade twelve social studies curriculum. Annotations describe materials which are available through the Agencies for International Development Education, 60 Maryland Avenue, Winnipeg, Manitoba R3G 1K7.

UNITS I - IV

TEACHER RESOURCES

Educators for Social Responsibility. Perspectives: A Teaching Guide to Concepts of Peace. Cambridge, MA: Educators for Social Responsibility, 1983.

The stated goal of this book is "to help students see choices and alternatives for the future and feel confident they can be peace makers."

This book contains a wide variety of activities at all grade levels with the intent of promoting peace as a positive concept, rather than just the absence of war.

It contains no index but has a detailed table of contents and bibliography for each major section.

Hughes, Glenn E., et al. Practicing World History Skills: Getting the Main Idea, Learning the Vocabulary, Reading Graphic Aids. Glenview, IL: Scott, Foresman, 1984. ISBN: 0-673-13398-2. (Available from Gage)

This 148 page softcover black and white student workbook provides suggestions for interpreting historical information from the time of the prehistoric world to the world since 1945. Examples of the activities include: word search puzzles, time line interpretation, comparative graph interpretation, crossword puzzles, cartoon interpretation, historical map reading, word scrambles, informational chart preparation of selected topics and concepts and main idea identification using topical paragraphs.

Social Studies Skills Series

Carey, Helen H., and Judith E. Greenberg. How to Read a Newspaper. Toronto: Franklin Watts, 1983. ISBN: 0-531-04672-9.

Carey, Helen H., and Judith E. Greenberg. How to Use Primary Sources. Toronto: Franklin Watts, 1985. ISBN: 0-531-04674-5.

Carey, Helen H., and Judith E. Greenberg. How to Use Your Community as a Resource. Toronto: Franklin Watts, 1983. ISBN: 0-531-04675-3.

Diem, Richard A. How to Use Computers as a Resource. Toronto: Franklin Watts, 1983. ISBN: 0-531-04676-1.

Greenberg, Judith E., and Helen H. Carey. How to Participate in a Group. Toronto: Franklin Watts, 1983. ISBN: 0-531-04671-0.

Stein, Harry. How to Interpret Visual Resources. Toronto: Franklin Watts, 1983. ISBN 0-531-04670-2

These are written for use by students in small group or individual work projects and provide excellent guidelines for the activity involved. Teachers might wish to keep these books in the library where they would be available for students doing extracurricular work and club activity. Although written in the United States, the material is relevant to Canadian users. The print is clear and the illustrations are in black and white.

Wallbank, T.W., et al. History and Life: The World and Its People. 2nd ed. Glenview, IL: Scott, Foresman, 1982. ISBN: 0-673-13340-0. (Available from Gage)

> This 768 page hardcover text includes the following units: civilization begins, Classical Civilizations, the World of Christendom and Islam, the World of Africa and the Americas, the World of Asia, the Rise of the West, Revolutionary Changes in the West, the World in Upheaval, and the Contemporary World. Included is an atlas of the contemporary world, a glossary and an index.

STUDENT RESOURCES: GENERAL

deLeeuw, Gary J.A. Thinking About Our Heritage: A Hosford Study Atlas. Edmonton: Hosford Publishing, 1985. ISBN: 0-919019-10-2.

> This ninety-two page spiral bound atlas contains historical and geographical information covering the time span from the end of the Roman World through to the end of the Industrial Revolution (1850-1901). Colour graphics plus descriptive data describe the topics portrayed in a visual manner on every page. "Period" boundaries, invasion routes, empire expansion, settlement patterns, castle design, city and town lay-outs, time-lines plus reference to physical setting for the various events described are clearly and visually portrayed throughout the atlas. A glossary and paginated

index are included. The atlas is not grid referenced but is specific to the period of time under study.

Marvin, M., et al. The Human Adventure. Menlo Park, CA: Addison-Wesley, 1976. ISBN: 0-201-042486-X.

This 486 page hardcover text begins with a section called "What is History?" which is followed by an integrated study of early civilizations that incorporates the social science research techniques learned in the "What is History?" section. Additional units include: Greek and Roman Civilization, Medieval Civilization; Renaissance and Enlightenment Civilization; and Modern Civilization (Machines, European Nation, Empires, and Third World: Geography in History, Famine in the Sahel). A resource centre section concludes the text, focusing on the City in History and Political Organization in History. A glossary and index are included.

A teacher's edition is also available.

UNIT I: LIFE DURING PREHISTORIC AND EARLY HISTORIC TIMES

TEACHER RESOURCES

Roselle, Daniel. Our Common Heritage: A World History. Lexington, MA: Ginn, 1981. ISBN: 0-663-37419-7.

This 662 page text begins with over two hundred pages of information on prehistoric times and early civilizations. The Prologue, for example, includes the following topics: the work of archaeologists, migrations, social organization, humans and tools, Neanderthal culture, Cro-Magnon (tools, fire, clothing, shelter, art and religion), the development of farm communities, women and farming, agriculture, pottery and metal. Other topics include: the Sumerians, the Assyrians, the Persians, and the Phoenicians. Fifteen-page chapters include extensive comment on the development of early civilization in Egypt, India and China. The text ends with a chapter on Contemporary Changes and Future Challenges.

Each chapter describes the topic and is well-illustrated. Questions are provided every few pages, and the end of the chapter provides topics for discussion, suggested activities for further study, and several questions in which the student is expected to examine the effects on modern society of the topic examined.

STUDENT RESOURCES: GENERAL

The Adventure of Man: A History of Western Civilization Filmstrip Series. Visual Publications. (Available from McIntyre Educational Media)

The Creation
Gifts of the Gods
(two filmstrips, two cassettes, two teacher's guides, number 022800H6)

The Vision and the Skill
Crafts of Hearth and Home
The Art of Living Together
(three filmstrips, three cassettes, one teacher's guide, number 022900H6)

The Land Between the Rivers
(one filmstrip, one cassette, one teacher's guide, number 02300H6)

This multi-media series presents a survey of Western civilization up to the Renaissance. The filmstrips range in length from thirty-two to forty-four frames of such items as paintings, statues, artifacts, manuscripts, maps and diagrams. Each filmstrip emphasizes an integral approach to life in early history.

Case, S.L. Ancient Egypt. London: Evans Brothers, 1975. ISBN: 0-237-29003-0. (Available from Irwin Publishing)

This forty-eight page illustrated booklet examines the following topics: River Nile, farming, writing, craftsmen, the Pharaoh, monuments, tombs, religion, houses, furniture, cooking and food, clothes and cosmetics, sports and games, transport, ships and trade, schools, science and invention, the army, the decline of ancient Egypt and Cleopatra. A time chart, questions and suggested student activities are included.

----------. Early Man. London: Evans Brothers, 1978. ISBN: 0-237-29189-4. (Available from Irwin Publishing)

This forty-eight page illustrated booklet examines early people up to and including the Iron Age. Sample topics include: Neanderthal and Cro-Magnon people, cave artists, life in the middle Stone Age, life in the Neolithic period and the Bronze Age. A time chart, questions and student activities are included.

Fagg, C., and A. Sington. How They Built Long Ago. New York: Warwick Press, 1981. ISBN: 0-531-09184-8. (Available from Franklin Watts of Canada)

Building methods are highlighted pictorially using illustrative colour pictures in this seventy-nine page hardcover, large format book. The description of the historical period includes illustrations ranging from the huts of the Mammoth hunters to the more eleaborate structures of the Renaissance. Sample methods described includes those used in: a Stone Age town, house building in Egypt, Stonehenge mystery, the Parthenon, grave construction, canal building, Temple of Solomon, abbey crafts, tools and the technology of power. Included is an extensive index and time chart.

Flannigan, W., et al. Gifts of the Nile. Markham, ON: Fitzhenry and Whiteside, 1980. ISBN: 0-88902-054-X.

As part of the Inside Communities Series, Gifts of the Nile is a sixty-four page softcover illustrated booklet designed to involve the reader in the make-up of a "community" long ago. Using landsat technology, graphic maps, actual photographs and illustrative drawings, the reader is encouraged to actively interpret the information presented with "Did you Know" and "How to Do" suggestions. Sample topics examined include: lifestyles of ancient Egyptians, Nile River flood levels, valley irrigation, farming in ancient Egypt, religion, measurement, pyramid construction and the Temple of Amun.

Gray, Douglas, et al. Stone Age Community. Markham, ON: Fitzhenry and Whiteside, 1983. ISBN: 0-88902-075-2.

This sixty-four page illustrated softcover booklet is one of the Inside Communities Series titles which examines the human race's relationship to the environment. Through "Did you Know" and "How to Do" sections, the reader is encouraged to relate his or her own community experience to other places and times. Topics covered include: learning to live--as revealed by the work of anthropologists and archaeologists; searching for food--what artifacts reveal; the use of fire; tools of the Stone Age; art of the Stone Age; what constitutes culture; clothing, weaving, pottery; what the archaeologist sees; an early settlement; and clues that reveal the past.

Millard, Anne. The Egyptians. London: Macdonald Educational, 1975. ISBN: 0-356-05108-0. (Available from GLC/Silver Burdett Publishers)

This sixty-one page hardcover illustrated title includes the following topics: ships of the Nile; the farmer's year; cooking, eating and drinking; inside the home; clothes, cosmetics and jewels; fun and games; a pharoah's life; soldiers, weapons and war; building pyramids and temples; mummies and burial rites; life after death and famous Egyptians.

This book is part of a larger series which includes the Romans, the Greeks, the Aztecs, the Vikings and the Celts. There is a high degree of series consistency, allowing teachers to match materials and topics closely. Each book contains background notes, a time line and glossary as additional references in order to relate the topic to the curriculum.

Wilson, Derek. Early Africa. London: Evans Brothers, 1978. ISBN: 0-237-29188-6. (Available from Irwin Publishing)

This forty-eight page softcover booklet examines life in prehistoric sub-Saharan Africa by focusing upon the daily life of the Stone Age hunters, the Ethiopians, the Asante and Maasai peoples. Black and white illustrations appear on every page. Students are encouraged to answer questions, do library research and recreate the visuals.

STUDENT RESOURCES: ENRICHMENT

Nichol, Jon. Early Civilization. Oxford: Basil Blackwell, 1982. ISBN: 0-631-93340-9. (Available from Oxford University Press)

> This forty-eight page, softcover, black-and-white illustrated booklet contains question activity boxes in each section. Role play, map games, quiz and time chart interpretation exercises are included. A sample of the topics studied are: fossils; early and Neanderthal man; Homo Sapiens; man the toolmaker; the Stone Age village; towns and trade; Sumer; Who were the Sumerians?; archaeologist; man and God: the Egyptians; King Tutankhamun; the Pyramids; Stonehenge and writing. This title is one from the Evidence series designed to present original source material in large print.

----------. What is History? Oxford: Basil Blackwell, 1982. ISBN: 0-631-93320-4. (Available from Oxford University Press)

> This thirty-two page softcover, black and white illustrated booklet is one of the Evidence series titles designed to have students interpret original source materials. Each of the fifteen topics contains two pages of information followed by a set of project-type questions. Each of the topics focuses on an example of how history is discovered; what history is made of; who records history; why it is useful; when history can help us and where history can contribute to our understanding of the past and present. The back cover summarizes the historian's evidence in chart form outlining written secondary and primary sources, artefacts, pictorial audio-visual sources plus the position of buildings and places.

UNIT II LIFE IN ANCIENT CIVILIZATIONS

STUDENT RESOURCES: GENERAL

The Adventure of Man: A History of Western Civilization Filmstrip Series, Visual Publications. (Available from McIntyre Education Media Ltd.)

Greek and Roman Farming
(one filmstrip, one cassette, teacher's guide, number 02390H6)

Imperial Rome
A Tour Around the Roman Empire
Roman Britain
The Law and the Prophets
Death of a Nation
(five filmstrips, five cassettes, teacher's guide, two manuals, number 023800H6)

The Founding of the City
Legendary Heroes

Julius Caesar
Hannibal: The Great Carthaginian
(four filmstrips, four cassettes, two teacher's guides, one manual, number 023700H6)

Holidays in Athens
Workdays in Athens: Morning
Workdays in Athens: Afternoon
(three filmstrips, three cassettes, teacher's guide, one manual, number 023500H6)

The Twelve Gods of Greece
The Tales of Heracles
The Tales of Theseus
The Tale of Troy
Tales Become Truth
(five filmstrips, five cassettes, five teacher's guides, number 023300H6)

Beck, Barbara. *The Aztecs*. Toronto: Franklin Watts, 1983. ISBN: 0-531-04522-6.

The content of this sixty-four page hardcover book includes: Finding a Home in the New World, The Beginning of the Aztec Nation, The Aztecs: People of the Sun, Training for the Aztec World, The Ladder of Society, War and Religion, The Aztec Calendar, Tenochtitlan: the Heart of the Aztec World, and Cortés and the Spanish Conquistadores. Maps and photographs plus an index complete the black-and-white text.

----------. *The Incas*. Toronto: Franklin Watts, 1983. ISBN: 0-531-04528-5.

This sixty-four page hardcover book includes black-and-white maps, photographs, a chronology, index and list of Inca Rulers. The content covers the following topics: discovering a civilization; finding out about the Incas; Peru before the Incas; the coming of the Incas; how the empire grew; the Inca state; working for the state; the Inca and his court, the Inca people; farmers and herders; the Inca builders; religion, science and the arts; and the Spanish Conquest.

----------. *The Ancient Maya*. Toronto: Franklin Watts, 1983. ISBN: 0-531-04529-3.

This sixty-four page hardcover, black-and-white text includes the following topics: Who were the Maya? finding out about the Maya; the Maya people; the rulers, the priests and the gods; the Maya farmers; trade; writing, timekeeping, and numbers; the arts; the classic cities; the collapse of the Maya world; cities of the north; the League of Mayapan, and Dzooc U Maan U Kimil. Photographs, maps and an index are also included.

Burland, C.A. The Incas. London: Macdonald, 1978. ISBN: 0-356-06508-1. (Available from GLC/Silver Burdett Publishers)

This sixty-one page, softcover, colour-illustrated book contains a map, a world history time line from 1100 AD to 1600 AD, a glossary and an index. Topics included are: festival of the sun, the land, the people, the Sapa Inca, the social pyramid, clothes, family life, growing food, building, cities, an Inca palace and Acllahuasi, the craftsmen at work, the Sun is God, crime and punishment, religion, the Incas today and the Inca empire.

Case, S.L. Ancient Greece. London: Evans Brothers, 1975. ISBN: 0-237-29005-7. (Available from Irwin Publishing)

This forty-eight page booklet examines aspects of life in ancient Greece including: settlement; Spartan and Athenian children; the government of Athens and Sparta; Greek craftsmen; farming; women's work in Greece; the home; slaves; religion; the city of Athens; scientists; Greece and Persia; the Olympic Games; trade, ships and seamanship; poets and playwrights; stories and plays, and Alexander the Great. Student activities involve answering questions, library research and drawing pictures. Black-and-white graphics and photographs appear on every page.

----------. Ancient Rome. London: Evans Brothers, 1975. ISBN: 0-237-29004-9. (Available from Irwin Publishing)

This forty-eight page booklet examines aspects of life in ancient Rome including: warfare; government; the city of Rome; houses; shops and markets; slaves, public baths, entertainment, costume, farming, roads and transport, food and cooking, schools, gods and temples, science and engineering, Christianity, ships and trade. Black-and-white graphics, maps and photographs, a time chart, crossword puzzle and items to draw complete the student activities.

Crosher, Judith. The Aztecs. London: Macdonald Educational, 1976. ISBN: 0-356-05285-0. (Available from GLC/Silver Burdett Publishers)

This sixty-one page, hardcover, colour-illustrated book contains a time line, glossary and index. The written comment on each page is brief since colour drawings occupy more than half of every page. Topics presented include: Tenochtitlan: the city in the lake; trade and barter; inside a house; cooking; floating gardens; educating children; wives and mothers, clothes and appearance; sacred games; offerings to the gods; arts and crafts; Montezuma the king; prices, weight and measures; the gods; Aztec writing and world history AD 1100 to 1500.

----------. The Greeks. London: Macdonald Educational, 1974. ISBN: 0-356-04888-8. (Available from GLC/Silver Burdett Publishers)

This sixty-one page, hardcover, colour-illustrated book contains a map, a world history time line from 1500 BC to 1 AD, a glossary and an index. The written comment on each page is brief, with colour drawings occupying more than half of every page. Topics presented include: the agora; citizens of Athens; Sparta's soldier-citizens; houses; life at home, cooking and eating; a potter's workshop; clothes and fashions; a slave's life; the farmer's year; merchant ships and warships; battles and soldiers; Apollo speaks; the Olympics; going to school; a day at the theatre; the Gods of Olympus; and thinkers, writers, and artists.

Fagg, C., and F. Halton. Atlas of the Ancient World. New York: Warwick Press, 1980. ISBN: 0-531-09178-3. (Available from Franklin Watts of Canada)

Beginning with a world view of the first religions and first man, the atlas covers the time period of 3000 BC to 500 AD. Colour illustrations, maps and photographs appear on every one of the fifty-one pages of this hardcover book. A glossary and an index are included. Items are described in extensive narrative descriptions adjacent to the artefact or topic. Sample topics include: Mesopotamia; Crete and Mycenae; Greek cities; the Persian Empire; the Bible lands; Europe and the Romans, and the Barbarians.

Forman, Joan. The Romans. London: Macdonald Educational, 1975. ISBN: 0-356-06502-2. (Available from GLC/Silver Burdett Publishers)

This sixty-one page, softcover, illustrated book contains a map of the Roman Empire, a world history time line from 800 BC to 500 AD, glossary and index. Topics include: government; a rich man's villa; houses and slums; home and school; a nobleman's life; clothes; going to the baths; shopping in Rome; bread, porridge and banquets; charioteers and gladiators; the colossuim; building the aqueducts; roads and travel; a soldier's life; gods and sacrifices; fall of an empire; and famous Romans.

Gray, Douglas et al. The Greeks: Struggle for Excellence. Markham, ON: Fitzhenry and Whiteside, 1973. ISBN: 0-88902-058-2.

This eighty-page, softcover, illustrated booklet is divided into four sections: a civilization emerges, the struggle to succeed, the great war and the struggle for excellence. Included as study are topics on agriculture, city development, city states, Attica, land use, daily life, Greek government, Deme formation, the battles of Lade, Marathon, invasion preparations, a man called Pericles, ancient Athens and Athens today, a man called Socrates. Maps and photographs are used on every page along with suggested activities to interpret the visuals.

Kan, LaiPo. The Ancient Chinese. London: Macdonald Educational, 1980. ISBN: 0-356-06510-3. (Available from GLC/Silver Burdett Publishers)

This sixty-one page, softcover, colour-illustrated book contains a time chart from 2000 BC to 907 AD, a map of ancient China, a glossary and an index. Topics included are: farming, city life, the family, food and drink, traditional beliefs, Confucius and Lao-tzu, court life, writing, education, art, the story of silk, defense, trade, transport, Buddhism, technology, science and medicine, death and after life.

STUDENT RESOURCES: ENRICHMENT

Nichol, Jon. The Greek and Roman World. Oxford: Basil Blackwell Publisher, 1983. ISBN: 0-631-93330-1. (Available from Oxford University Press)

This forty-eight page, softcover, black-and-white illustrated book includes question activity boxes on each section, role play exercises, drawing reproductions, map games, quiz and timechart. The topics examined in this Evidence Series publication include: government and people; Greece and Persia, 500 BC; the Persian wars; wartime Athens; Alexander the Great; the Roman army, Caesar and Gaul; the Roman province and town; the Roman countryside; the home; school; Greek games; the circus; buildings and art; the gods and Christianity.

Sauvain, Philip A. Tribes and Tribunes. Amersham, UK: Hulton Educational Publications, 1984. ISBN: 0-7175-1237-1. (Available from Irwin Publishing)

This sixty-four page, softcover, illustrated book presents a questioning approach to the social, political and economic histor of England from the stage of hunters and gatherers to that of Roman industries.

As part of the Hulton New Histories series, Tribes and Tribunes includes illustrated and graphic descriptions of the following topics: archaeology; dating the past; people who used stone, bronze and iron; Julius Caesar; Rome; the Roman conquest; a Mesolithic settlement; a Neolithic hut; a Bronze Age and Iron Age village; a Roman fort, villa, town, port; travel in prehistoric times; an Iron Age farm; farming in Roman times; a prehistoric flint mine; a prehistoric funeral; Stonehenge; religion in the Iron Age; and play.

History skill boxes are included on every page featuring suggestions for research in the following areas: making a time-chart, looking for clues, using evidence, dating the past, drawing a field sketch, using a map, using your imagination, using an atlas, detective work among the ruins, finding out from archaeological discoveries, studying a museum, making a model and looking at an aerial photograph.

STUDENT RESOURCES: ENRICHMENT

Booth, David. Kings of Peru. Markham, ON: Fitzhenry and Whiteside, 1981. ISBN: 0-88902-062-0.

This sixty-four page, softcover, illustrated booklet begins with a trip from Canada to Lima, Peru. A brief look at the location of Peru using comparative climatic information is followed by a look at Peru today, then a look at the mythology of the Incas, the sacred city of Cuzeo and the Sun Feast. Other topics included are: the customs of agriculture, governing the Empire, the Inca Army, roads and bridges, the coming of the conquistadors, the lost city of Machu Picchu and under Spanish rule.

Crozier, Colin, et al. Mexico. Markham, ON: Fitzhenry and Whiteside, 1983. ISBN: 0-88902-066-3.

This sixty-four page, softcover, illustrated booklet includes the following topics: a Mexican school, the Mexican climate; the Mayas: the Mayan gods, the Mayan calendar, Mayan writing; the Azetecs: Aztec worship, Tenochtitlan in 1519, the Aztecs counting system, Aztec schools, the government of Tenochtitlan, the pyramids of Teotihuacan, Aztec gods; the coming of the Spanish, Mexican Independence, the Revolution of 1910; modern Mexico.

Downton, David, et al. The Romans. Oxford: Basil Blackwell, 1979. ISBN: 0-631-93500-2. (Available from Oxford University Press)

This forty-six page book presents historical evidence in the form of translated documents, maps, photographs and drawings. The student is required to deal specifically with material that is derived closely from primary evidence. Questions serve to focus each sub-topic in the book.

STUDENT RESOURCES: REMEDIAL

Purdy, Susan, and Cass Sandak. Ancient Egypt. New York: Franklin Watts, 1982. ISBN: 0-531-04452-1. (Available from Franklin Watts of Canada)

---------- Ancient Greece. New York: Franklin Watts, 1982. ISBN: 0-531-04453-X. (Available from Franklin Watts of Canada)

---------- Ancient Rome. New York: Franklin Watts, 1982. ISBN: 0-531-04454-8. (Available from Franklin Watts of Canada)

---------- Aztecs. New York: Franklin Watts, 1982. ISBN: 0-531-04455-6. (Available from Franklin Watts of Canada)

The above titles are part of A Civilization Project Book Series and represent a "hands-on" approach for students called . Each book is a hardcover edition of thirty-two pages using black and white illustrations on every page which graphically show how to construct models, mosaic patterns, games, tools, buildings, war machines, walls, armour, clothing, coins, headgear, helmets, instruments, masks, toys, pyramids and jewellery. Each book contains an index supported by specific "materials you will need" instructions. A short introduction to the people, geography, culture and chronology of each civilization is included.

Titley, Paul. The Ancient World. London: Mills and Boon, 1978. ISBN: 0-263-06335-6. (Available from Irwin Publishing)

---------- The Roman World. London: Mills and Boon, 1978. ISBN: 0-263-06336-4. (Available from Irwin Publishing)

The Ancient World and The Roman World are part of the Let's Make History series. Each booklet is a softcover, colour-illustrated thirty-one page resource. Every page contains a "how to make" idea with drawings and instructions. Examples of what can be constructed are: a harpoon, a Stone Age axe, a coracle, a Stonehenge model, a wheeled cart, a chariot, a throne, an Egyptian jewelled collar, a mummy's casket, an Egyptian shaduf, a Greek temple, a helmet, and an Iron Age hut. Items and models suggested from The Roman World include: a litter, a necklace, a villa, a hypocaust, a Legion's standard, a Legionary's shield, armour, a sword, a catapult, an aqueduct and a milecastle. In all examples, a two-paragraph description of the item to be made precedes the model construction information.

UNIT III LIFE IN EARLY MODERN EUROPE

STUDENT RESOURCES: GENERAL

Adams, Brian. Atlas of the World in the Middle Ages. New York: Warwick Press, 1981. ISBN: 0-531-09179-1. (Available from Franklin Watts of Canada)

This sixty-one page, hardcover, colour-illustrated atlas contains narrative and pictorial information covering the period from around 500 AD to 1450 AD. An extensive index plus a glossary are included. Detailed chronology boxes on each topic focus the time frame for the user. Actual photographs plus colour graphics are used on every page close to explanatory information.

The Adventure of Man: A History of Western Civilization Filmstrip Series. Visual Publications. (Available from McIntyre Educational Media)

Decline, Fall and Renewal: The Byzantine Empire
  The Founder of Christianity
  The Empire in the East
  The Christian Citadel
  (three filmstrips, three cassettes, teacher's guide, manual, number 024100H6)

Discovering the Past
  The Skills of the Archaeologist
  Digging Up History
  Evidence in Writing
  (three filmstrips, three cassettes, three teachers' guides, number 024000H6)

Everyday Life in Medieval Europe
  Farming in the Middle Ages
  (one filmstrip, one cassette, teacher's guide, number 02500H6)

Makers of the Medieval World
  The Growth of Christianity
  The Celts

Charlemagne
Vikings at Home
Vikings Abroad
Moors in Spain
Normans in Sicily
(seven filmstrips, seven cassettes, seven teachers' guides, number 024200H6)

Burrell, Roy. The Middle Ages. Oxford: Oxford University Press, 1980. ISBN: 0-19-918120-9.

The Middle Ages is a 128 page, softcover, colour-illustrated book in the Oxford Junior History Series. The historical period covered is from Norman England to the time of King Richard III. Topics include: monastic life, the Crusades, warfare, life in a small town, a house in London, the Black Death, the Peasant's Revolt, a King's banquet and in the kitchen. Each topic has a Work Section containing questions that focus on the subtopics, identify projects and encourage the student to speculate and "live" the period under examination.

Gray, Douglas M., et al. Medieval Community. Markham, ON: Fitzhenry and Whiteside, 1975. ISBN: 0-88902-081-7.

This sixty-four page booklet provides a focus on three of the most important social structures of the medieval world--the manor, the castle, and the church--and their overlapping influence on the economic, political, and spiritual lives of the people. Many of the questions posed in print, maps, pictures and sketches are open-ended and require more background material. Links to modern life and students' own lives run throughout the book. Some of the topics included are: the duties of a serf; the manor and serf's house; life in a Medieval castle; building a castle; attack; the siege; how to become a knight; romance, chivalry, and legend; one way to heaven; the religious life and the soldier's way to heaven.

Macdonald, Fiona. Everyday Life in the Middle Ages. London: Macdonald Educational, 1984. ISBN: 0-356-07538-9. (Available from GLC/Silver Burdett Publishers)

Colour illustrations are used throughout this sixty-one page softcover edition which includes an important event chronology, a famous people page, a glossary and an index. Some of the topics examined are: the orders of society, Feudalism, village life, health and disease, family life, houses and homes, clothes and heraldry, chivalry and courtly love, government and the law, parish and people, fun and games, education, town life and the end of the Middle Ages.

Thie, Greg. Living in the Past: The Middle Ages. Oxford: Basil Blackwell, 1983. ISBN: 0-631-91140-5. (Available from Oxford University Press)

The reader is encouraged to look at the evidence presented in this forty-eight page, colour-illustrated, softcover booklet and then to use the imagination to work out "what it was like to live then." The "evidence" is separated from the large print narrative with italics. The organizing themes are: growing up, homes, food and drink, clothes and entertainment. Included as sub-topics are: fun at the fair, sports and games, making a book, murder in the cathedral, back from the Crusades, death of a king and how to be a historian.

STUDENT RESOURCES: ENRICHMENT

Nichol, Jon, and David Downton. The Middle Ages. Oxford: Basil Blackwell, 1981. ISBN: 0-631-93390-5. (Available from Oxford University Press)

The Middle Ages provides an outline history from about 1150 AD to 1500 AD. This sixty-four page, softcover edition with black and white illustrations emphasizes the handling of historical evidence. It encourages the reader to think actively about the clues the past has left behind. Project ideas and questions are identified for each topic. A Middle Ages time chart details the events, trends and reigns of British history for the period. Topics examined include: murder in the cathedral, Magna Carta, Parliament, the Black Death, Peasants Revolt, Joan of Arc, the knight, the guilds, school and university, and Europe and the Middle East.

STUDENT RESOURCES: REMEDIAL

Titley, Paul. The Dark Ages. London: Mills and Boon, 1978. ISBN: 0-263-06337-2. (Available from Irwin Publishing)

----------. The Middle Ages. London: Mills and Boon, 1978. ISBN: 0-263-06338-0. (Available from Irwin Publishing)

Both titles are part of the Let's Make History Series. Each booklet is a softcover, colour-illustrated, thirty-one page resource. Every page contains a "how to make" idea with drawings and instructions. Examples of what can be constructed are: a Byzantine balance, jewellery, a fork and spoon, a Viking longship, a bow, a drinking horn, an Anglo-Saxon lyre, a Frankish sword, a plough, an Islamic minaret and a royal crown. From the Middle Ages: a siege tower, a pole arm, a Motte and Bailey castle, a crossbow, a knight's helmet, a woman's hat, a candlestick, a lute, a Medieval chair, a merchant's strongbox and a knight's spurs. In all examples a two-paragraph description of the item to be made precedes the model construction information.

UNIT IV LIFE IN THE MODERN WORLD

TEACHER RESOURCES

Paths of Development: A six-part look at Third World Development

"Paths" is a multi-media project made up of six thirty-minute documentary programs filmed on location in Peru, Malaysia and Nigeria.

Included is a Teacher's Guide, Student Readings and a microcomputer simulation (Apple II and ICON). Part One, "Behind the Image," provides an overview of the major issues of global development. Part Two, "Days of Future Past," outlines the impact of the colonial past on Malaysia, Peru and Nigeria. Part Three, "Justice for All," presents the dilemma of combining justice with economic growth. Part Four, "Striking a Balance," focuses on development choices and the costs, benefits and trade-offs needed to reach a balance between economic growth and both cultural needs and different value systems. Part Five, "The Monster Machine," examines the effect of external help on Malaysia, Peru and Nigeria. "Bread and Blue Jeans," Part Six, examines the options for countries of the South and the North with respect to import/export balances and that relationship with jobs and industrial development. Produced by ACCESS NETWORK (Alberta) and TV Ontario, the series may be dubbed via the services of the Manitoba Education Instructional Resources Branch, Box 4, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3.

Catchpole, Brian. A Map History of the Modern World. Canadian ed. Agincourt, ON: Book Society of Canada, 1983. ISBN: 0-7725-1059-8. (Available from Irwin Publishing)

Seventy-five topics are presented in this 169 page atlas-format book organized under the major theme of the Rise of the Modern States 1890-1980. Each topic is described on one page and is accompanied by a problem/issue map providing both the location and relevant data needed as background to the problem. Black-and-white maps, an index and a chronologically designed table of contents provide immediate information for the user. A page of abbreviations is included from ABN (Anti-ballistic missile) to ZAPU (Zimbabwe African People's Union).

Hartley, L. The Russian Revolution. London: Evans Brothers, 1980. ISBN: 0-237-29261. (Available from Irwin Publishing)

This forty-eight page booklet provides historical background to the revolution summarizing briefly Russia under the Tsars through to the New Economic Policy of the 1920s. Illustrations, cartoons, diagrams, crossword puzzles, questions, activity suggestions, maps and a time chart covering the period from the 1840s to Stalin's death are included.

Farah, M.A., et al. Global Insights: People and Cultures. Columbus, OH: Charles E. Merrill, 1980. ISBN: 0-675-01901-X. Teacher's Guide. ISBN: 0-675-01931-1.

This 799 page text examines the physical environment, rural/urban life, ethnic diversity, economic development, religious/political thought, the arts, the family unit and history of the following: China, India, Latin America, Middle East, Soviet Union and Sub-Saharan Africa. A glossary and index are included for each area. Maps, charts and diagrams are also identified for each topic.

The Teacher's Guide is organized to match the text. Each chapter presents a stated purpose, objectives, brief background and a series of suggested learning activities.

This same text is subdivided into smaller "booklets" for each topic. The topic booklets are about one hundred and thirty-six pages each and are listed in the Student Resources: Enrichment section.

Heater, Derek. Our World Today. Oxford: Oxford University Press, 1985. ISBN: 0-19-9132941.

The contents of this 151 page atlas format book include: our violent world; the threat of nuclear doom; ways of keeping peace; the challenge of Communism; the political power of religion; race-relations; poverty in the Third World; the international economy; the impact of technology; resources, conservation, and pollution. Each of these themes is expanded with sub-topics of about two pages illustrated by photos, maps, charts, diagrams, and cartoons. An index and world map is included.

Morrish, M. Development in the Third Word. Oxford: Oxford University Press, 1983. ISBN: 0-19-913270-4.

Included in this 192 page softcover edition are the following topics: what is development, the pressure of population, managing the natural world, improving agriculture, health and hazards, people on the move, the exploding cities, transport, the essential link, industry and trade, and the divided world. Illustrated throughout and supported by data, Development includes an index.

Overy, Bob. How Effective are Peace Movements? Montreal: Harvest House, 1982. ISBN: 0-88772-217-2.

Peace movements and peace-making, movements to eliminate war, movements to stop particular wars, list of acronyms for peace workers and a bibliography are the topics and aids listed in this seventy-eight page paperback.

Pardoe, David A. Tomorrow's World: An International Development Education Program for Secondary Students. Canadian Red Cross Society, 1982. ISBN: 0-920854-34-6.

This 190 page teacher's resource contains fifty activities organized into the following themes: people; poverty; power and participation. The program emphasizes participation and experimental learning in combination with discussion and research. Simulations, readings, role play, statistical analysis, surveys and special activities are included in the approach. An example of the themes included are: development case studies, world systems, human connections, diseases of the developing world, North-South, the arms race, the media, recipes for tomorrow, careers in development. Tomorrow's World has an extensive glossary and listing of related resources.

STUDENT RESOURCES: GENERAL

Birchall, G. Soviet Journey. Markham, ON: Fitzhenry and Whiteside, 1984. ISBN: 0-88902-487-1.

As one of the Inside Communities Series, Soviet Journey assumes a "community" study approach including such topics as Canada's Birthday in Moscow; Leningrad: site of the Great October Revolution; the Ukraine; the Soviet Union's Big Desert and Siberia. This sixty-four page paperback is illustrated with maps, photos, diagrams, and menu suggestions. "Did you know?" sections plus questions appear at the end of each topic. It is a "today" look at aspects of the Soviet Union.

Chamberlin, E.R. Everyday Life in the Nineteenth Century. London: Macdonald Educational, 1983. ISBN: 0-356-07531-1. (Available from GLC/Silver Burdett Publishers)

This sixty-one page, colour-illustrated, paperback outlines life in Europe during the 1800s. Topics included are: roads/canals, families, the home, fashion, food and drink, earning a living, life in the cities, health and medicine, entertainment, religion, warfare, revolutionaries, the industrial revolution, famous people, and European empires. An index and glossary are included.

Fessenden, N.B. The Impact of the Industrial Revolution. New York: Harcourt Brace Jovanovich, 1978. ISBN: 0-15-379213-2. (Available from Academic Press Canada)

Topics included in this 136 page illustrated book include: life in England before the Industrial Revolution (a look at two families and how the change influenced their lives); forces of change (how invention, technology and industrialization impacted on the producing economy); costs and benefits (how industrial change altered working conditions, population, child labour and wages and prices). The user is then offered a series of topical research readings which provide varying points of view about the phenomenon of the Industrial Revolution. Each topic has suggested student activities which illustrate the research techniques of a social scientist. A glossary and index are included.

Harrison, Molly. The Nineteenth Century and After. Amersham, UK: Hulton Educational Publications, 1984. ISBN: 0-7175-1195-2. (Available from Irwin Publishing)

This thirty-two page booklet with black-and-white illustrations provides an overview of the dramatic changes in transportation from about 1850 to today. Descriptive information is provided for travel by road, rail, water and air. Activities are suggested throughout to expand upon the topic. A brief index is included.

McNulty, Charles. India. New York: Amsco School Publications, 1983. ISBN: 0-87720-628-7. (Available from Dominie Press Limited)

This 223 page paperback study of India includes information on its geography, history, culture, economy, government and foreign relations. Some thirty maps, an extensive index, plus a concepts-and-understandings section at the end of each major topic is included. Matching, true-false and multiple choice questions assist the user to understand the identified major concepts and understandings.

Rabb, T.K. The Origins of Modern Nations. New York: Harcourt Brace Jovanovich, 1981. ISBN: 0-15-379216-7. (Available from Academic Press)

Origins is a 168 page, illustrated paperback divided into 127 pages of "Research Banks: Readings" on various topics. The content includes: village life in the Middle Ages, religion, Medieval towns, city life; Luther; exploration; Medieval government; revolutions; war and patriotic feeling, trade and cities, culture and history, and the modern world, 1800 to the present. Social scientist research techniques are emphasized in "activity" exercises. Examples of some of the readings are: A Day in the Life of an Ordinary Peasant Family; Jean Jacques Rousseau on the Social Contract; Machiavelli on the Art of War; Sir Walter Raleigh Writes to His Wife; Caring for the Poor and Homeless; the Theory of Marxist Revolution and the Similarity of All People. Maps, tables, charts, a glossary and an extensive index are included.

Wollum, F. Indonesia: Meeting Human Needs. Toronto: McGraw-Hill Ryerson, 1983. ISBN: 0-07-548483-8.

Indonesia is a 210 page paperback illustrated with maps, photos, diagrams, charts, tables, cartoons and line drawings. The ten chapters are divided into two parts: the setting (physical and social environment) and meeting human needs in Indonesia (food, clothing and shelter, transportation, communication, beliefs, arts, recreation and government). Each chapter concludes with a "What Do You Think?" section, a "Summing Up" exercise that identifies key words plus a variety of approaches to analyze and synthesize the information introduced in each topic. An extensive index is included.

STUDENT RESOURCES: ENRICHMENT

Altounyan, T. Through the Year in the Middle East. London: Batsford Academic and Educational, 1982. ISBN: 0-7134-4075-9. (Available from Irwin Publishing)

The content of this seventy-two page hardcover illustrated book is organized under the months of the year. For example, under January, the topics presented include: the birth of Mohammed, three religions and Jerusalem. Under April are Syrian independence and modern Arabs. The month of June focuses on women in the Middle East, marriage, birth customs and death customs. October covers the Id el Adha and the Jews. Christmas and Bethlehem end the text under December. An index, map of the area, plus information "boxes" complete this look at the Middle East. A "Too Much History" introduction provides a unique overview to this area where "... climate, geography and religion have combined to make the Middle East a place where things have happened which are still affecting the Western World today."

Arnold, Phyllis. The Soviet Union. Edmonton: Canadian Social Sciences Services 1984. ISBN: 0-919913-00-8.

This 310 page hardcover illustrated text includes: a land and people; Tsarist Russia to 1881; revolutionary action 1881-1918; Communist Party control 1918 to the present; a centrally planned economy; resources; state influence on lifestyle; the political system and a concluding chapter on the Soviet people. A five-page appendix overviews the Eastern European countries of Bulgaria, Romania, Yugoslavia, East Germany, Hungary, Czechoslovakia and Poland. Each chapter includes an overview and review section. The maps, diagrams, charts and tables are clearly presented as are the photos, cartoons and data descriptions. Exercises appear at the end of each chapter. An index is included.

Beddis, R. The Changing World: A Sense of Place. Book 3. Oxford: Oxford University Press, 1982. ISBN: 0-19-833435-4.

Book 3 emphasizes changes in the economic, social and political aspects of development, and in the nature and behaviour of nations and groups. Designed to examine the world today, the book also provides appropriate background information. The 128 page illustrated paperback divides the task into the following four organizers: contrast in development (Bangladesh, Nigeria, Brazil and Japan); nation and state (Australia, South Africa, Israel, China and the superpowers); Britain and Europe (Europe and the European Economic Community); and finally, future world (population, urbanization, environment and resources, the search for energy, and conflict or collaboration?). Maps, photos, charts, diagrams, tables and data appear on every page in various formats. A detailed table of contents supplants an index.

Insights

The following titles are all bound in one text, Global Insights, annotated earlier in the Teacher's Resources section.

Farah, M.A. Middle East. Columbus, OH: Charles E. Merrill, 1980. ISBN: 0-675-01913-3. (pb. 136 pp.)

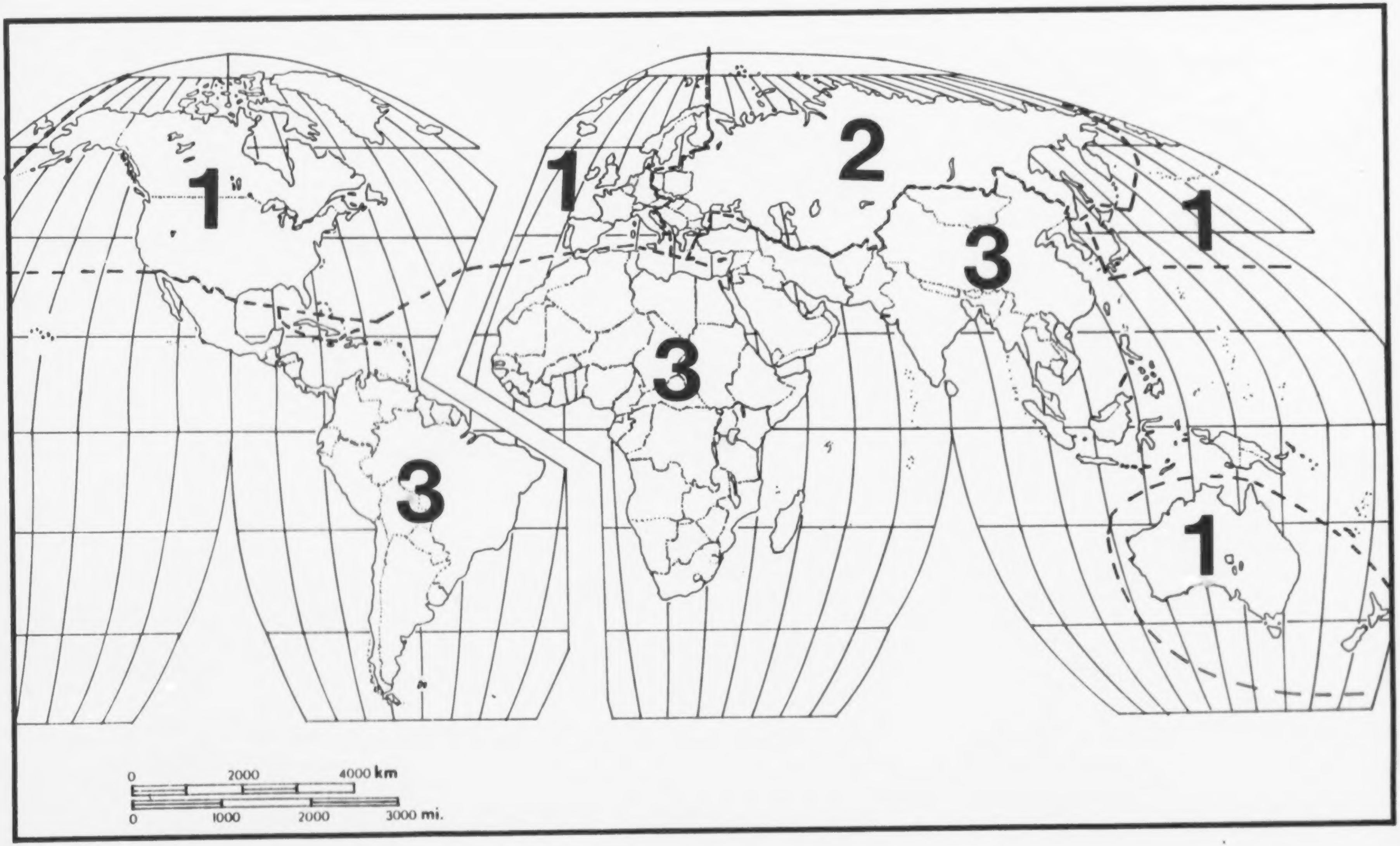
Flickema, T.O. Latin America. Columbus, OH: Charles E. Merrill, 1980. ISBN: 0-675-01911-7. (pb. 136 pp.)

Leppert, E.C. India. Columbus, OH: Charles E. Merrill, 1980. ISBN: 0-675-01910-9. (pb. 136 pp.)

---------- Sub-Saharan Africa. Columbus, OH: Charles E. Merrill, 1980. ISBN: 0-675-01908-7. (pb. 136 pp.)

---------- Soviet Union. Columbus, OH: Charles E. Merrill, 1980. ISBN: 0-675-01912-5. (pb. 136 pp.)

OUTLINE MAPS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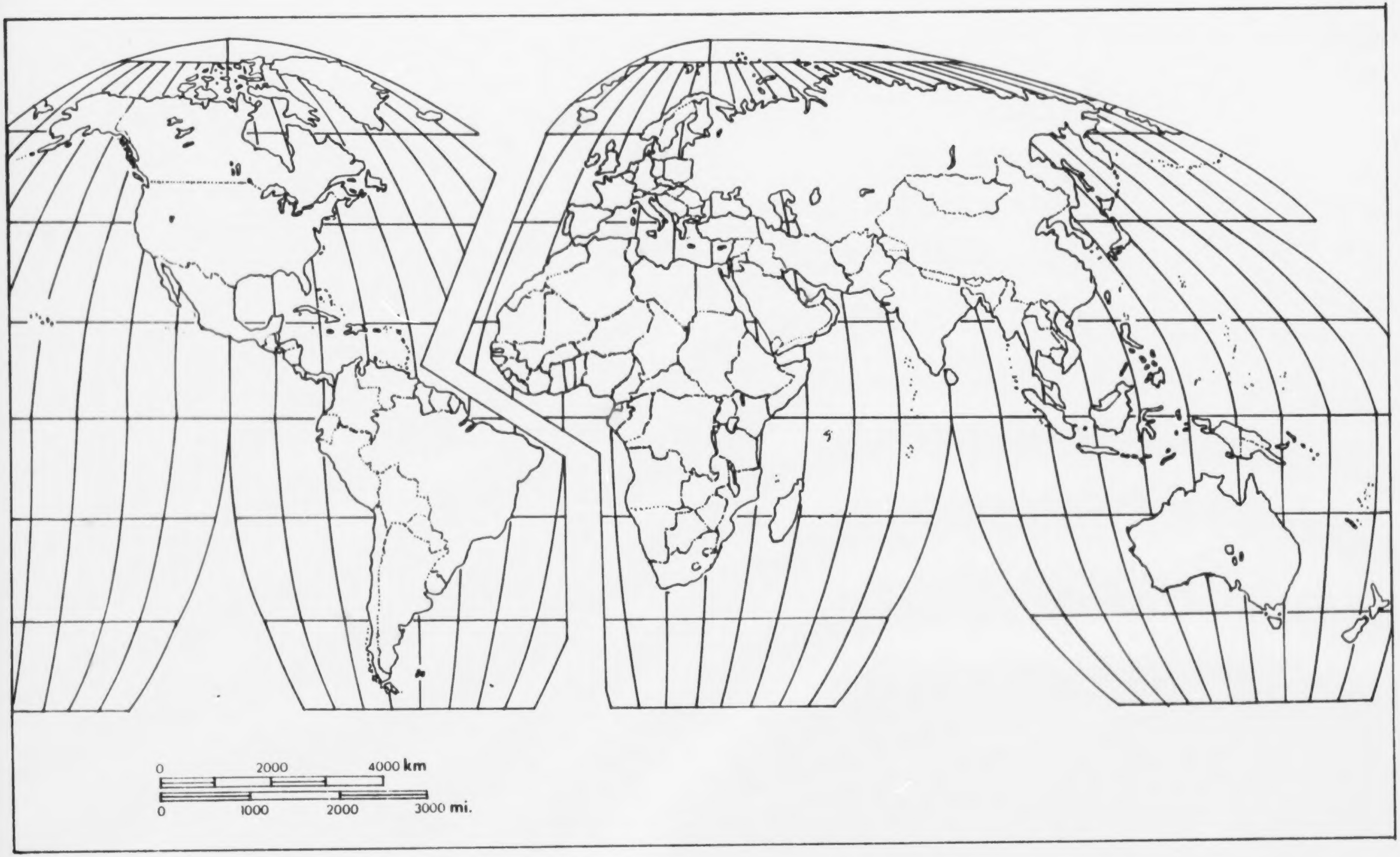
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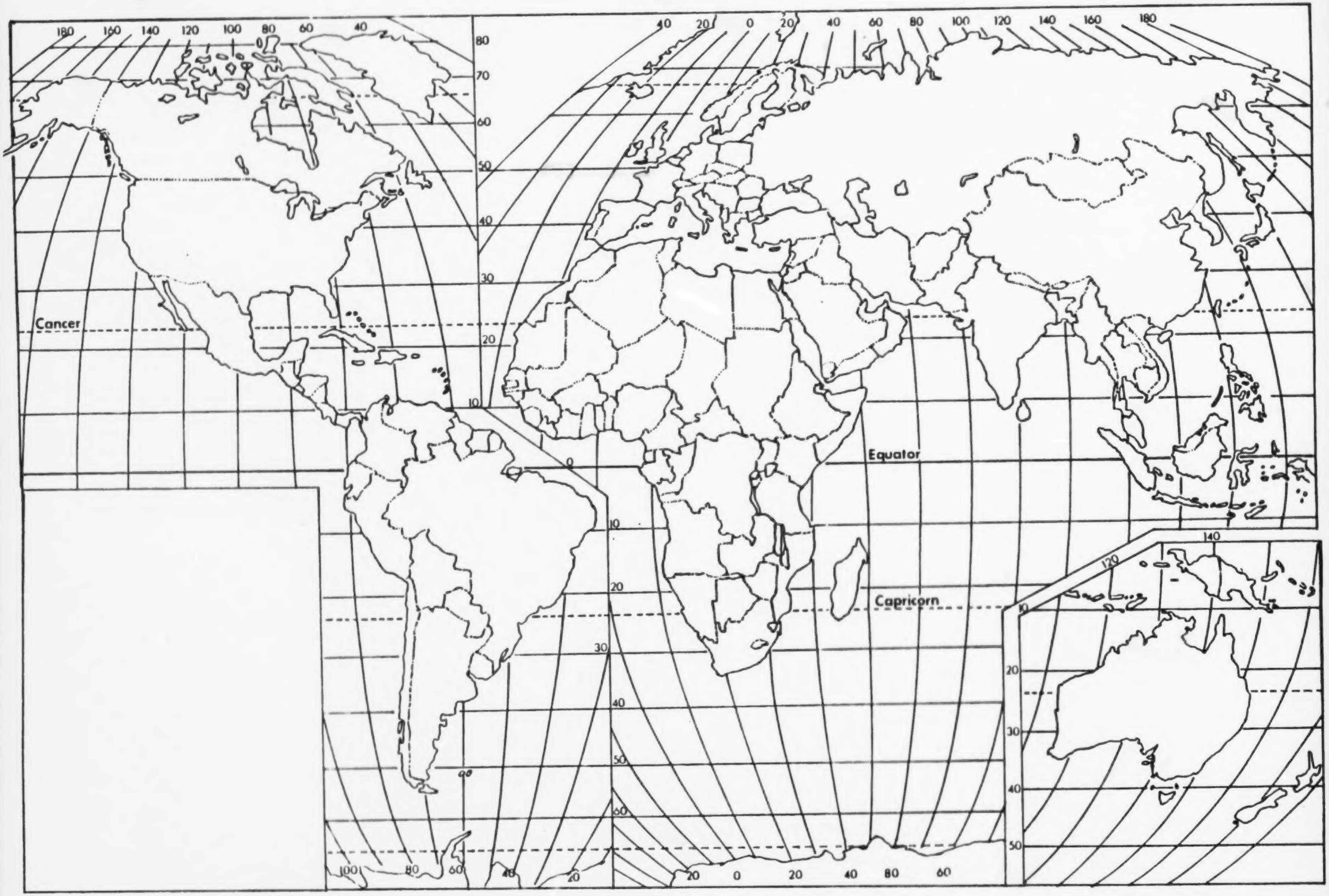
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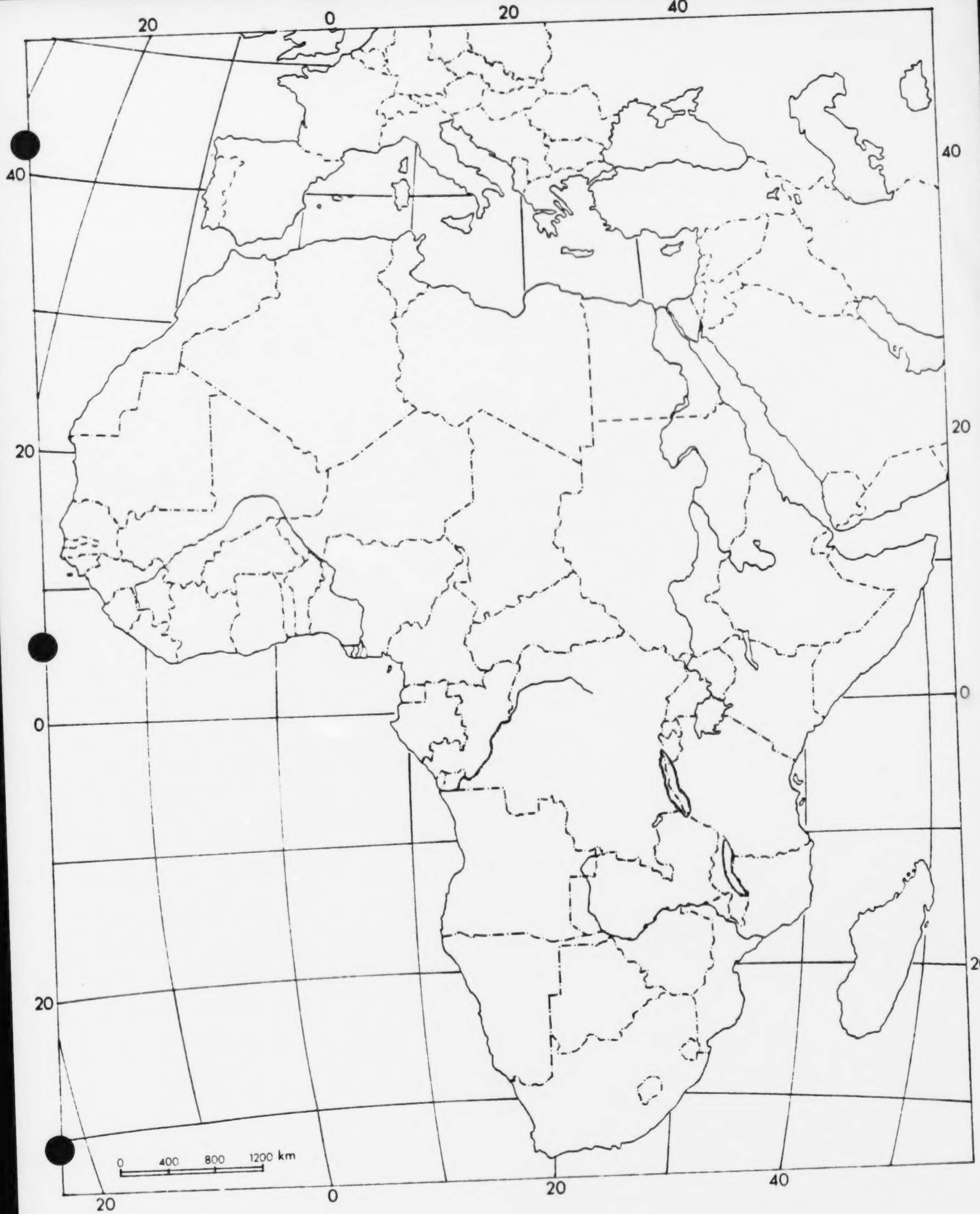
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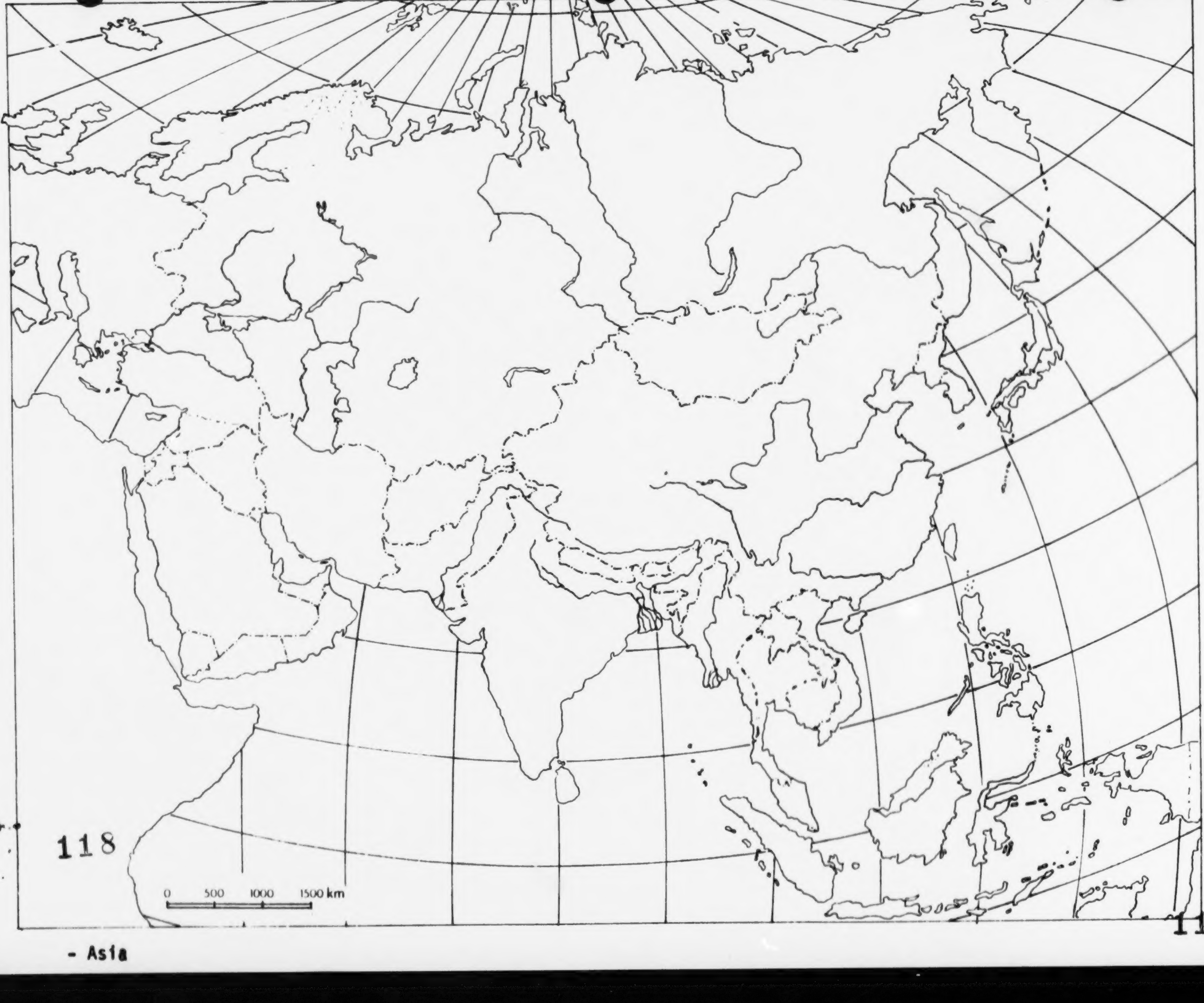
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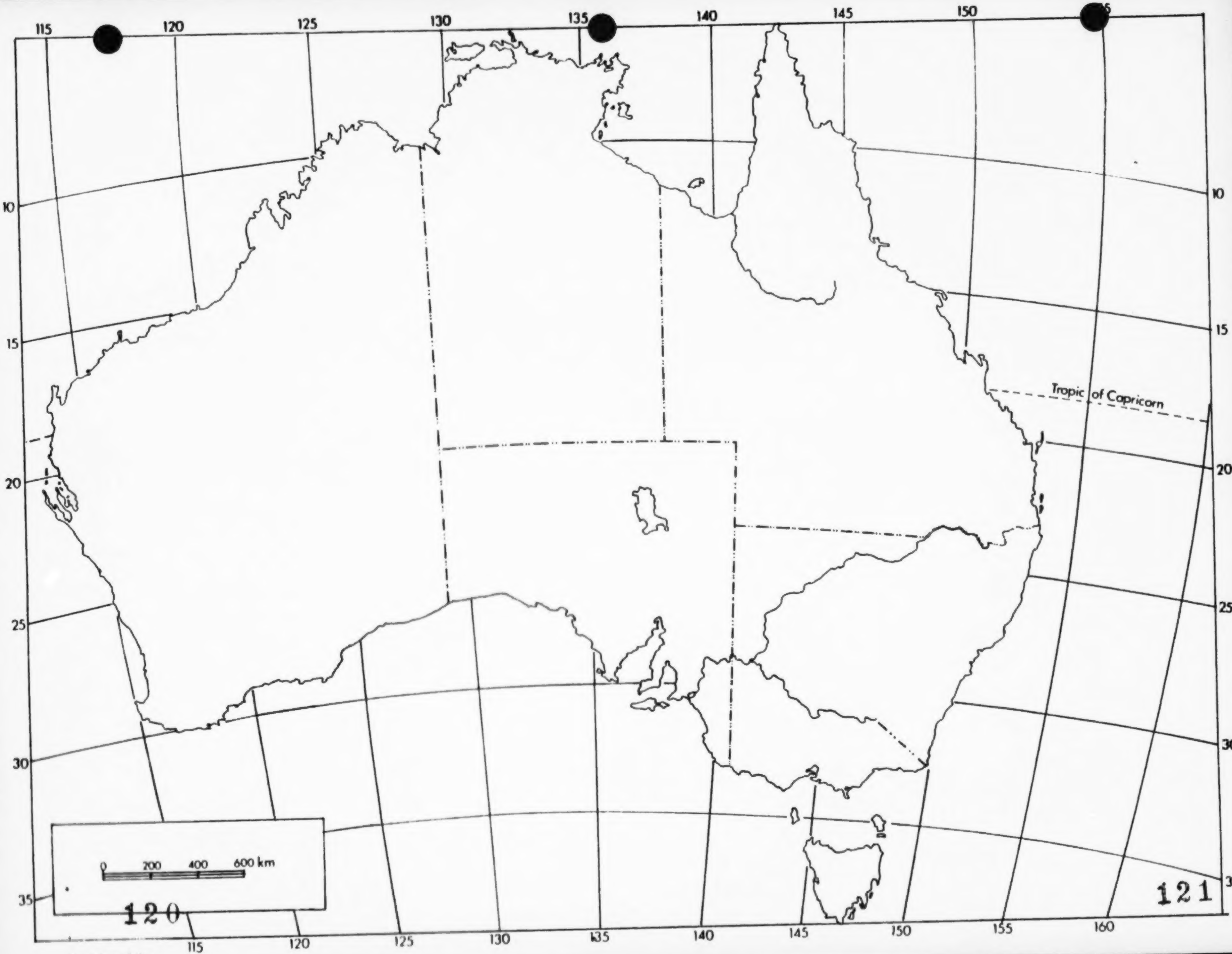
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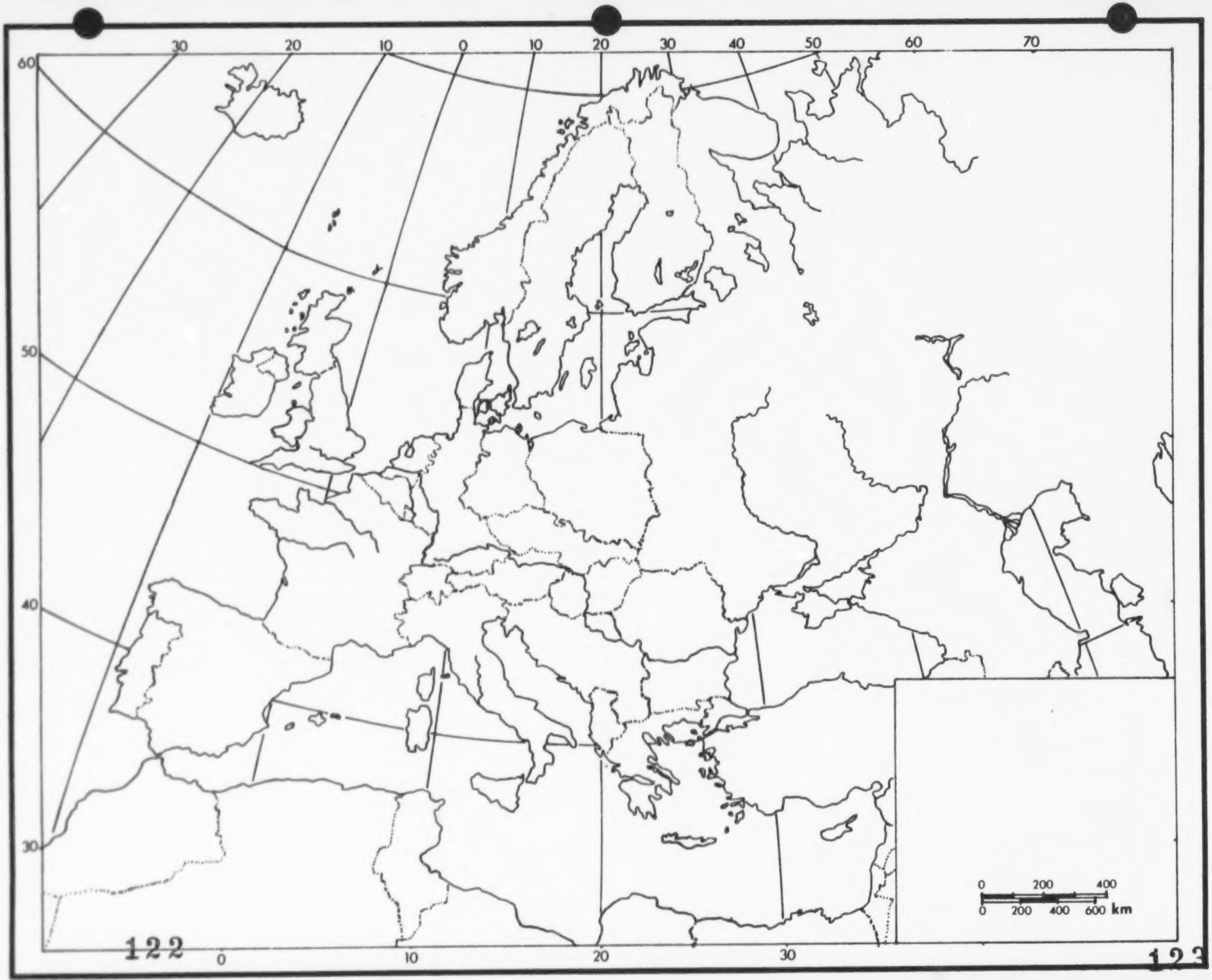
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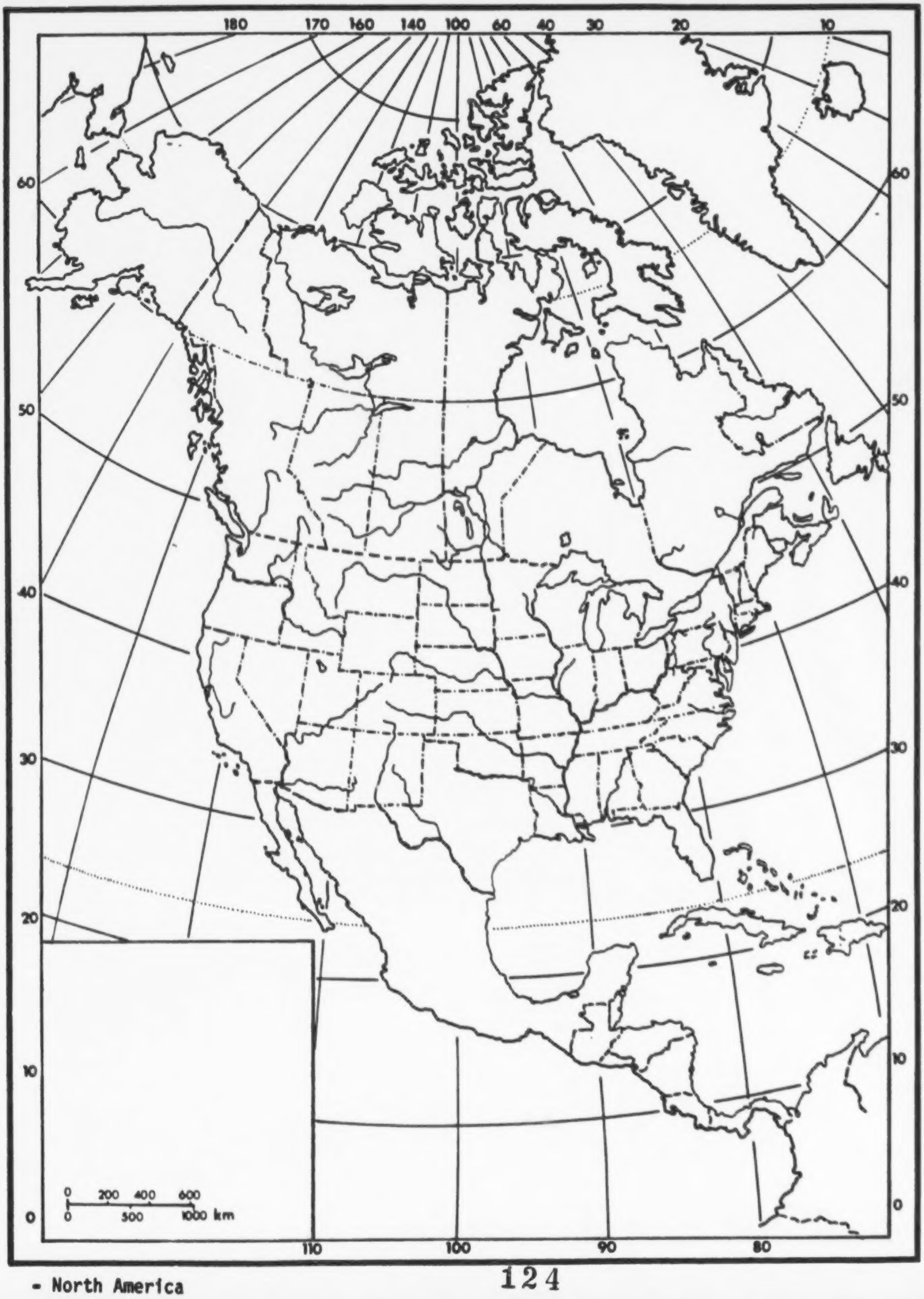
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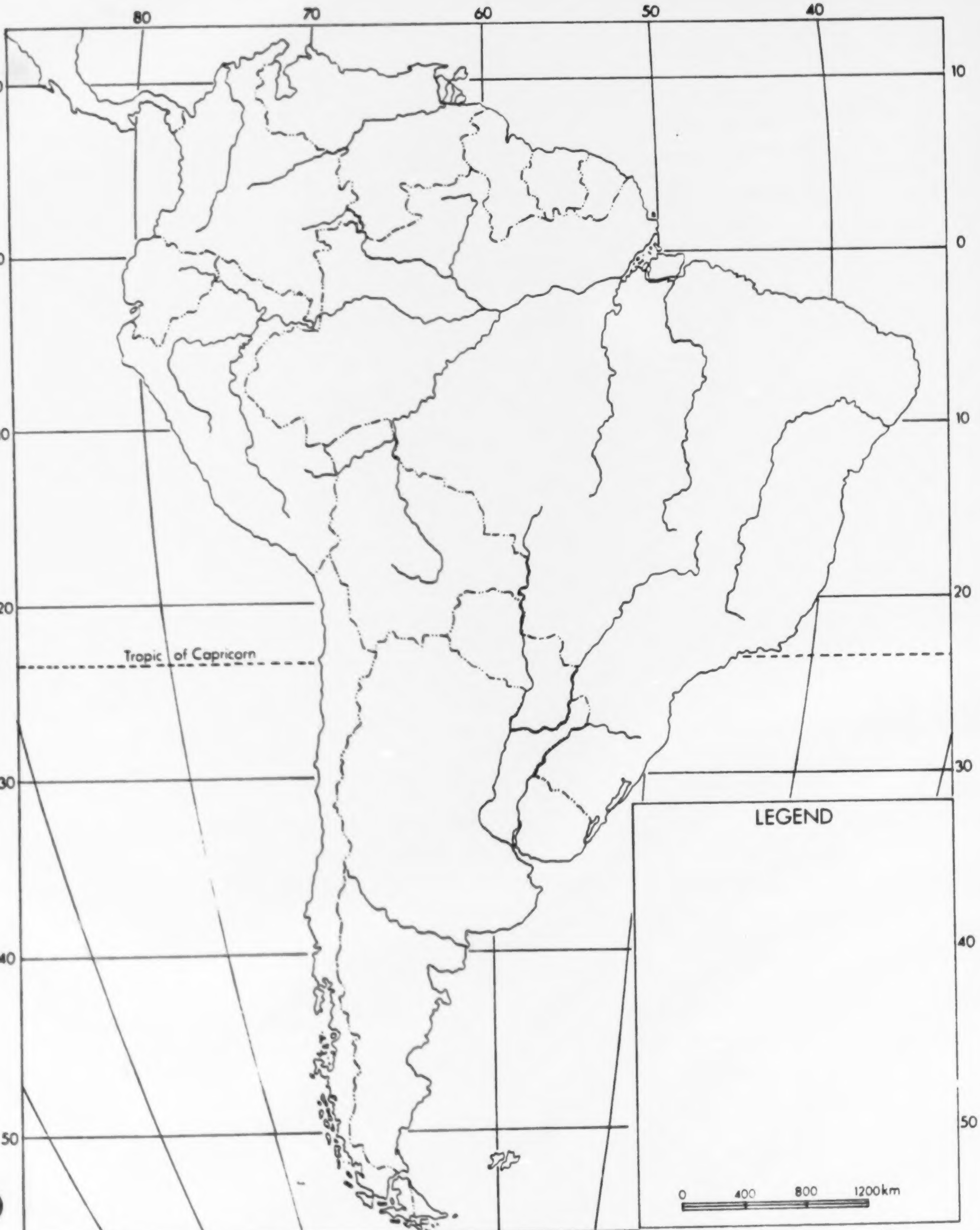
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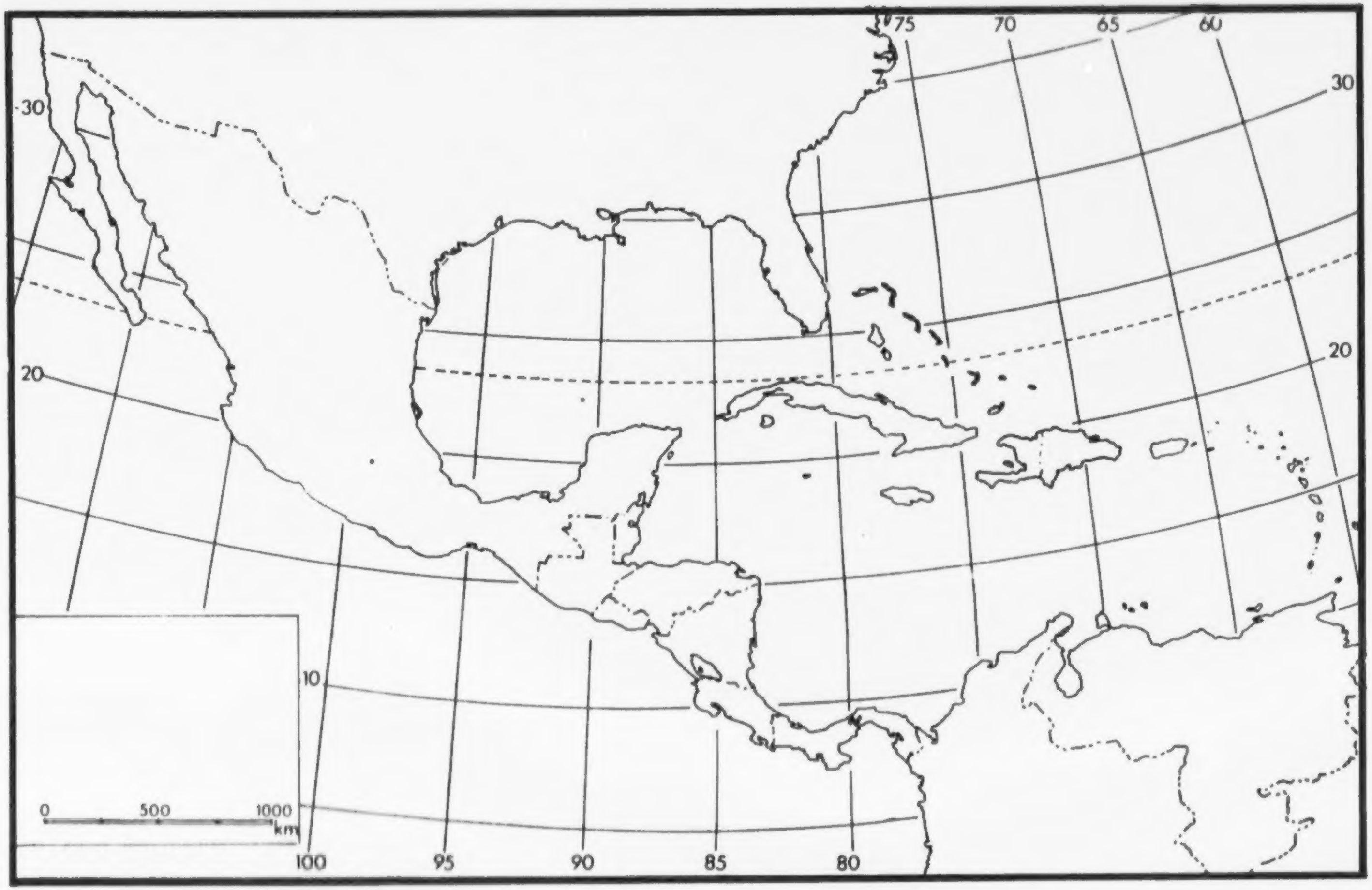
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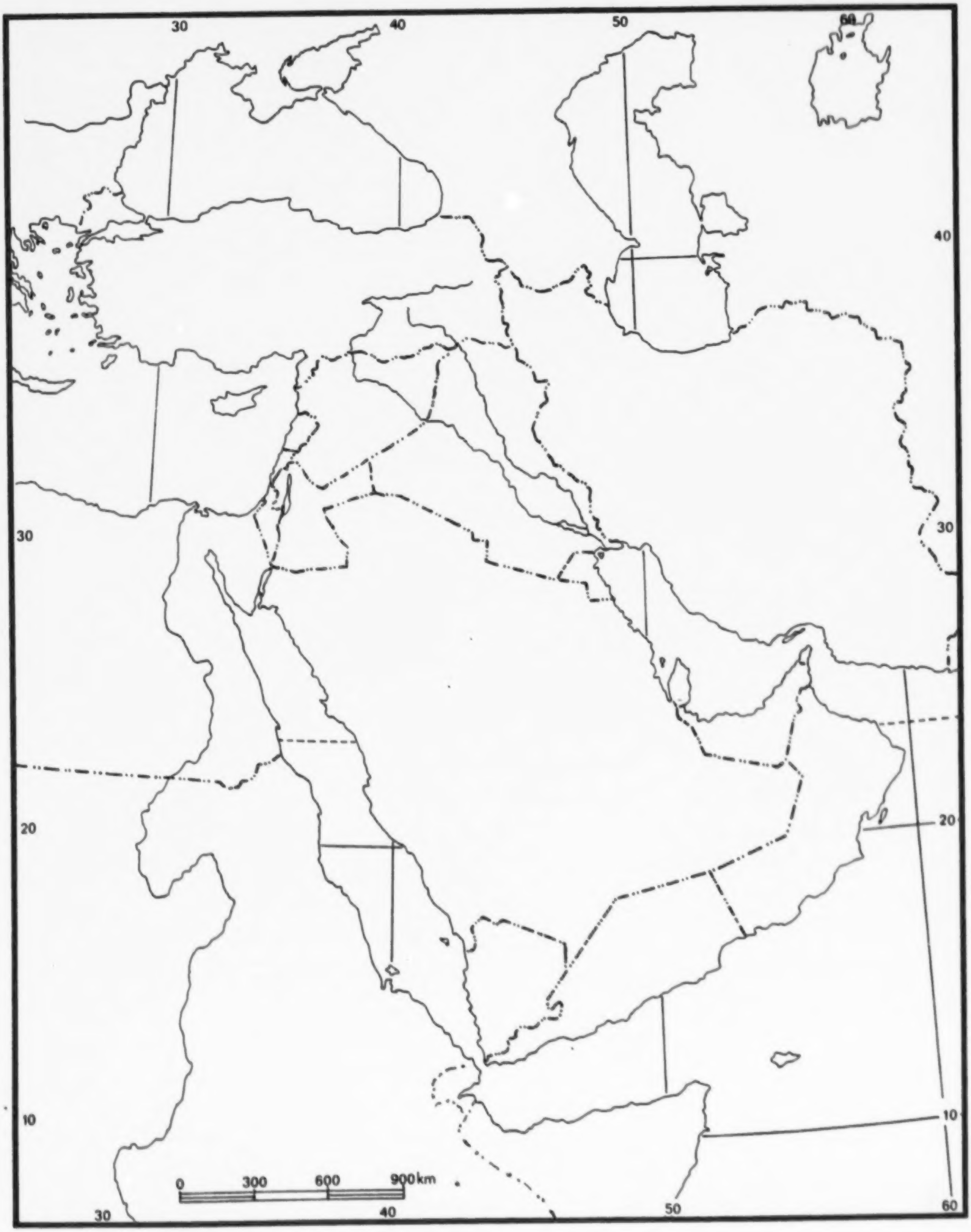
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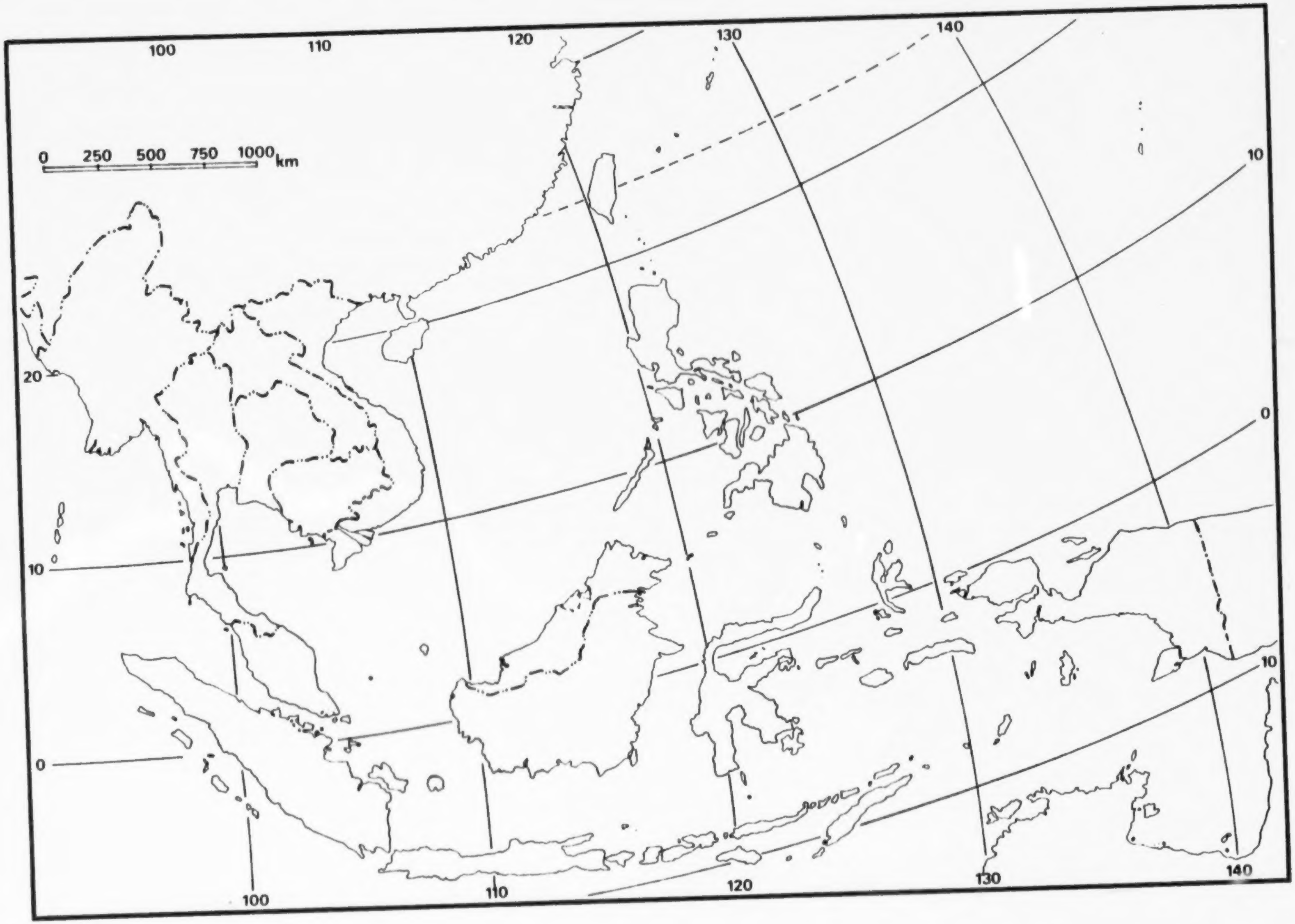

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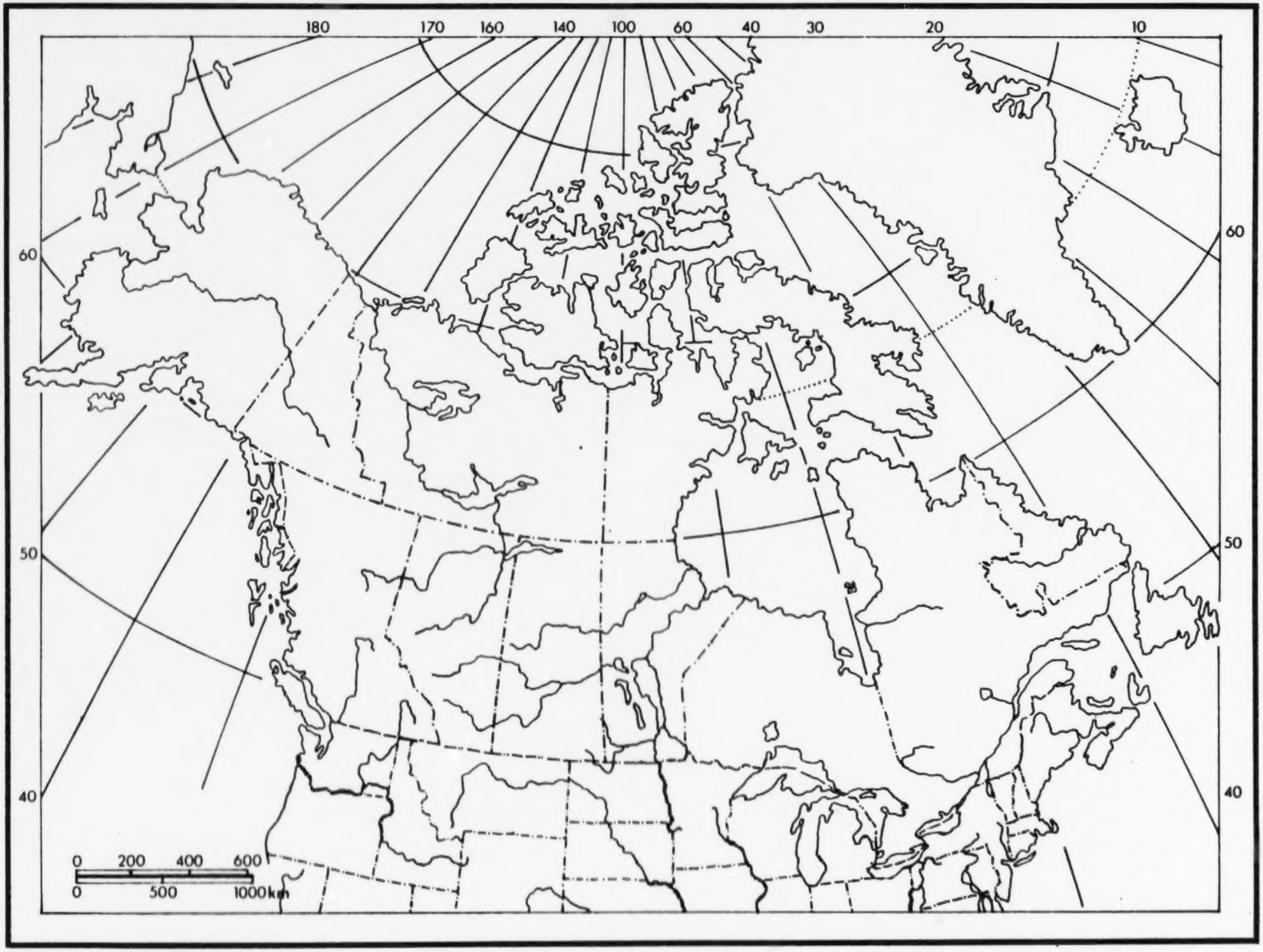
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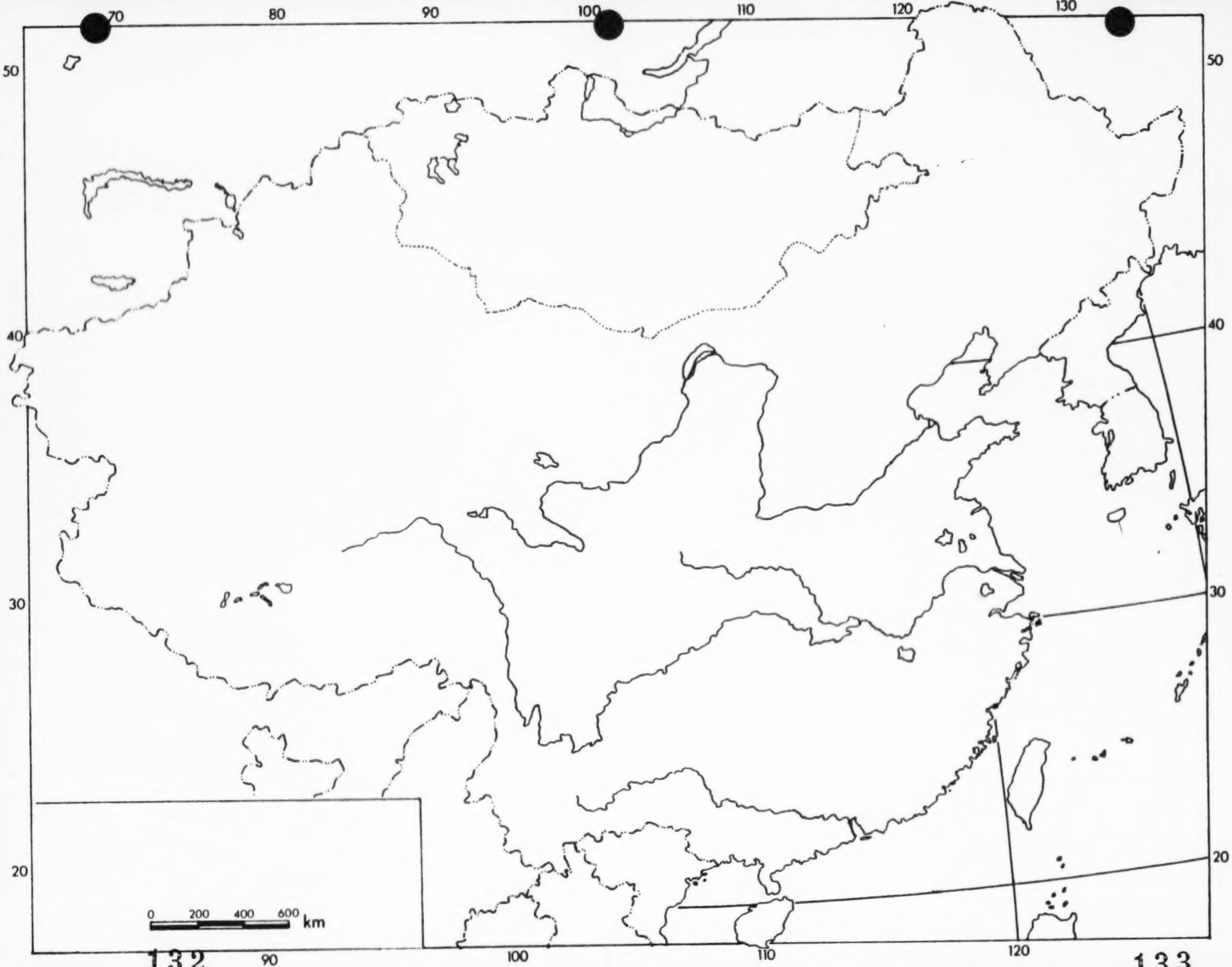
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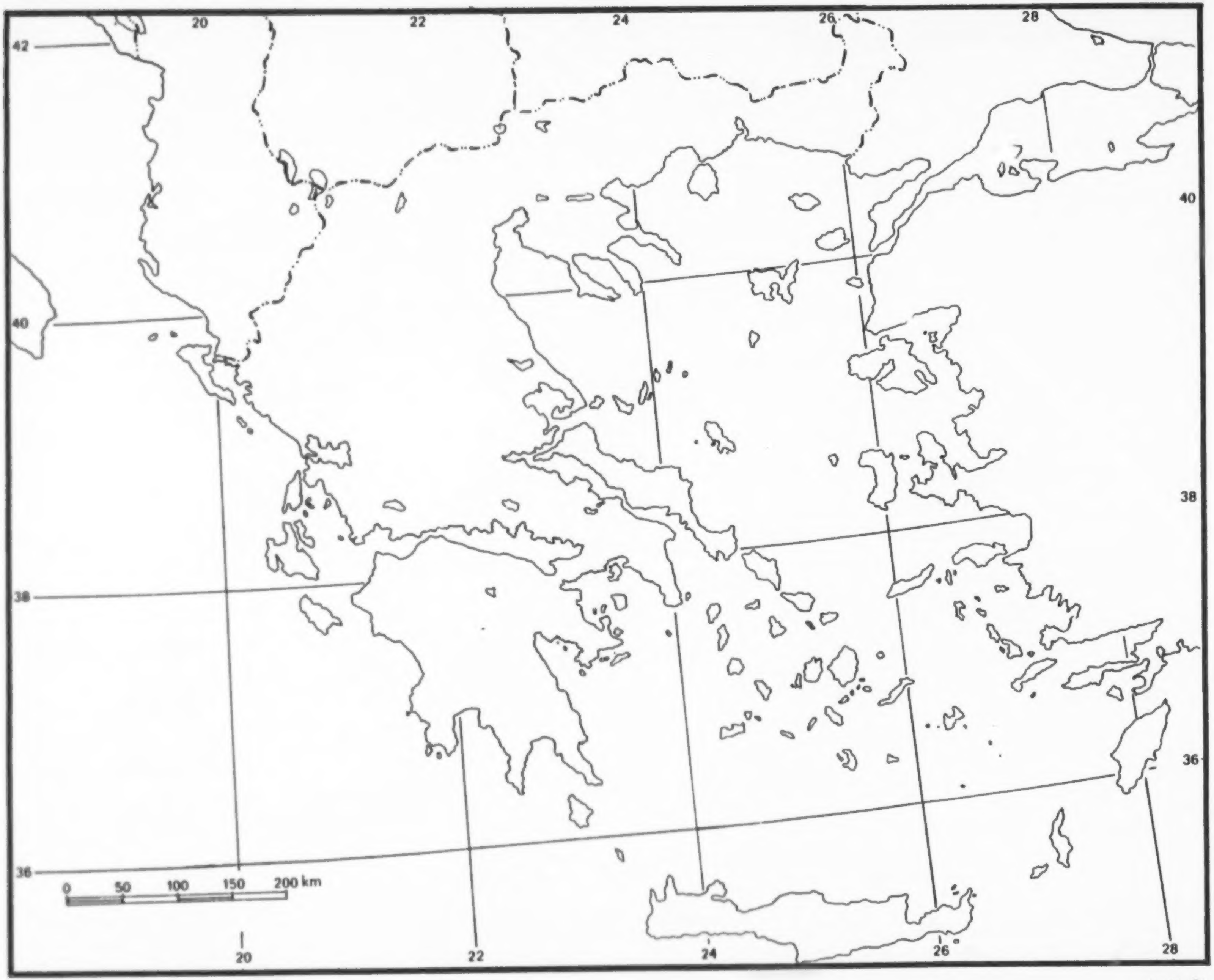
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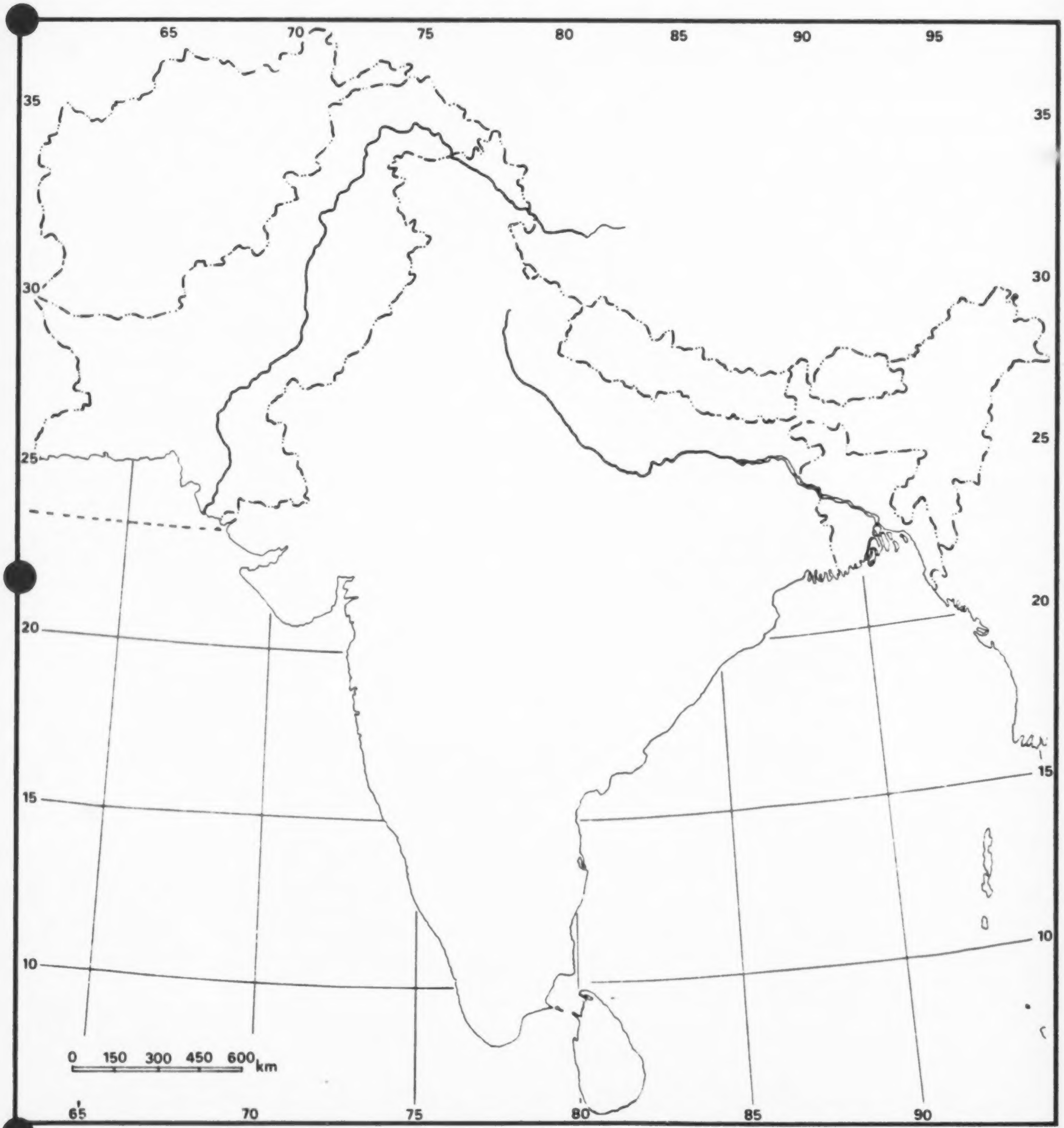
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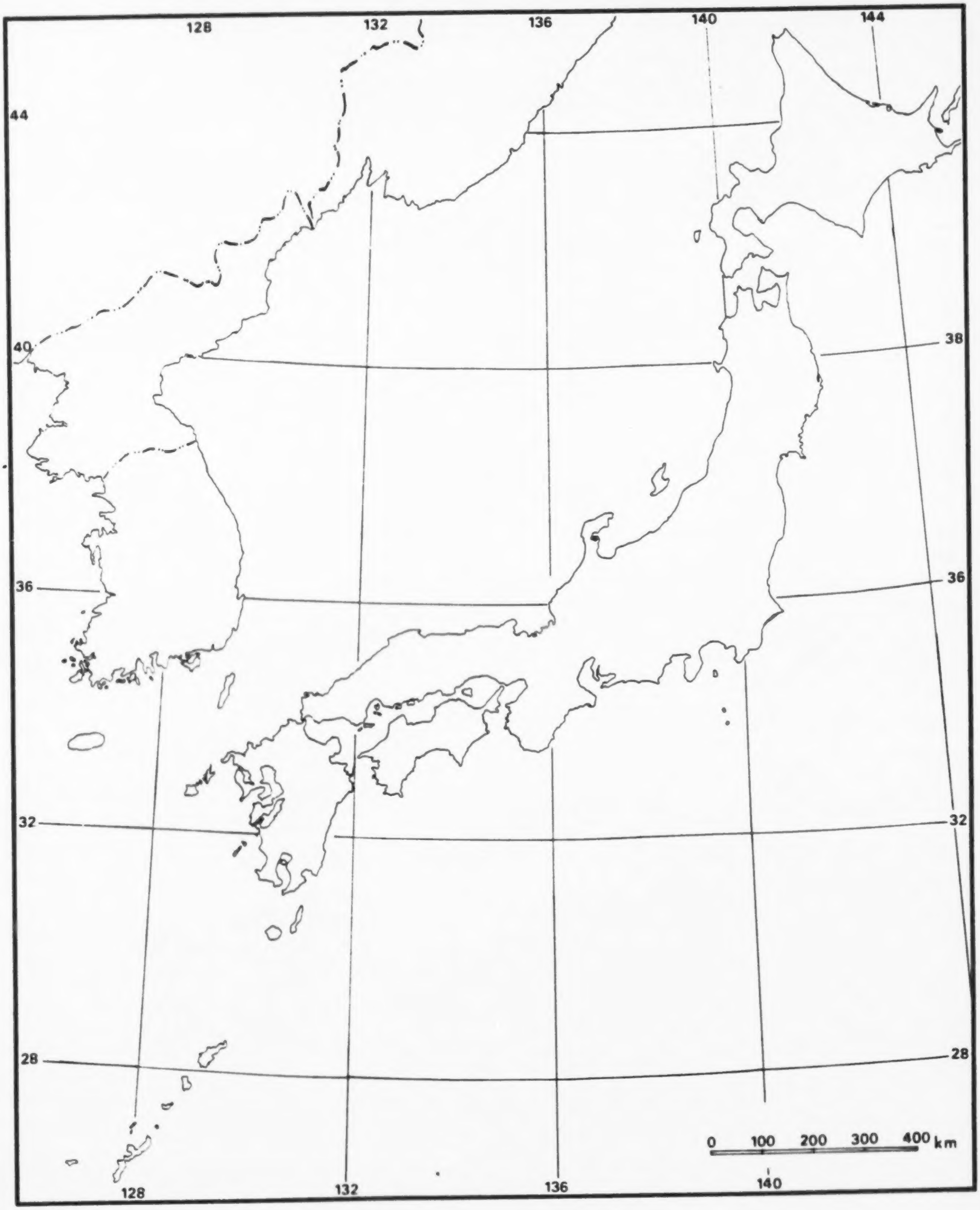
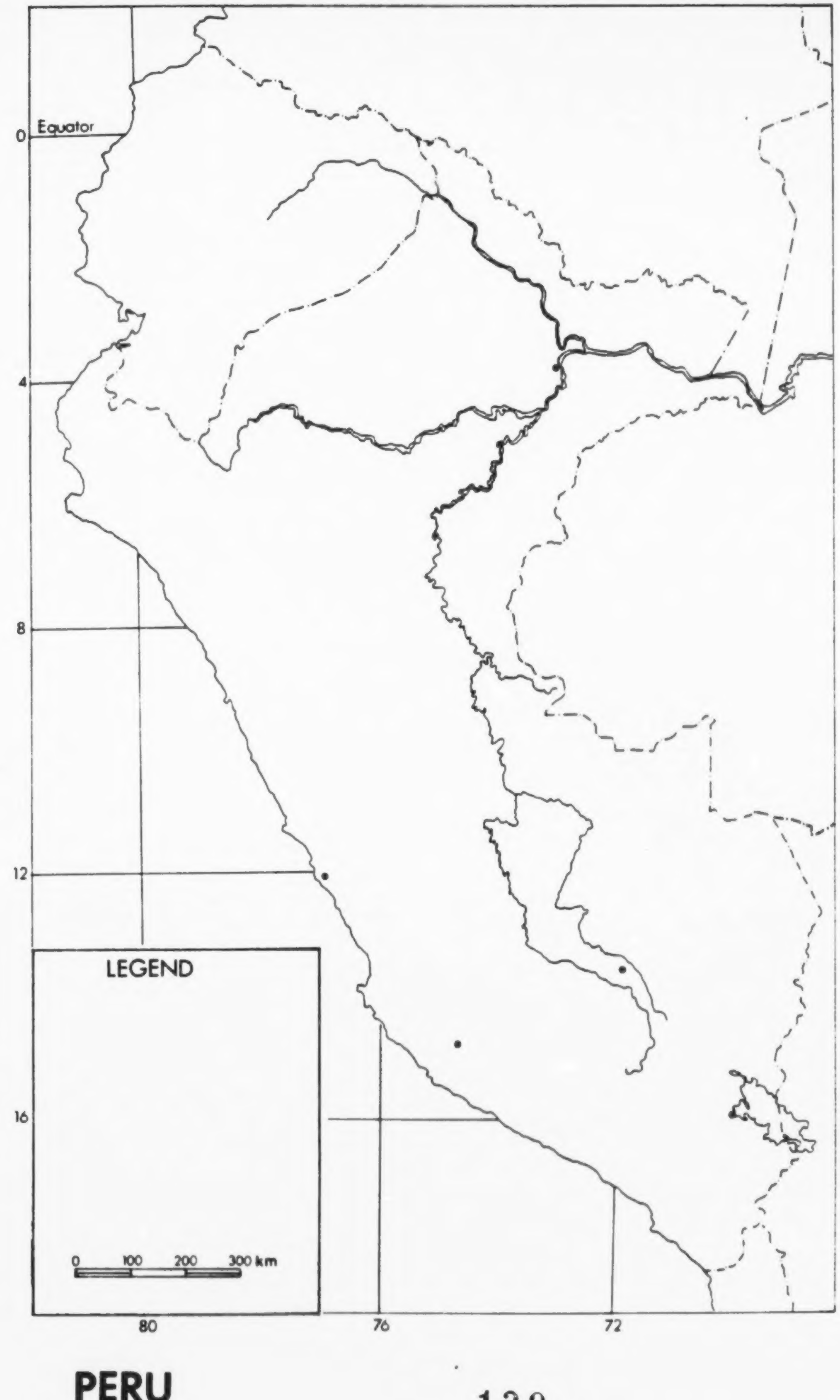
km

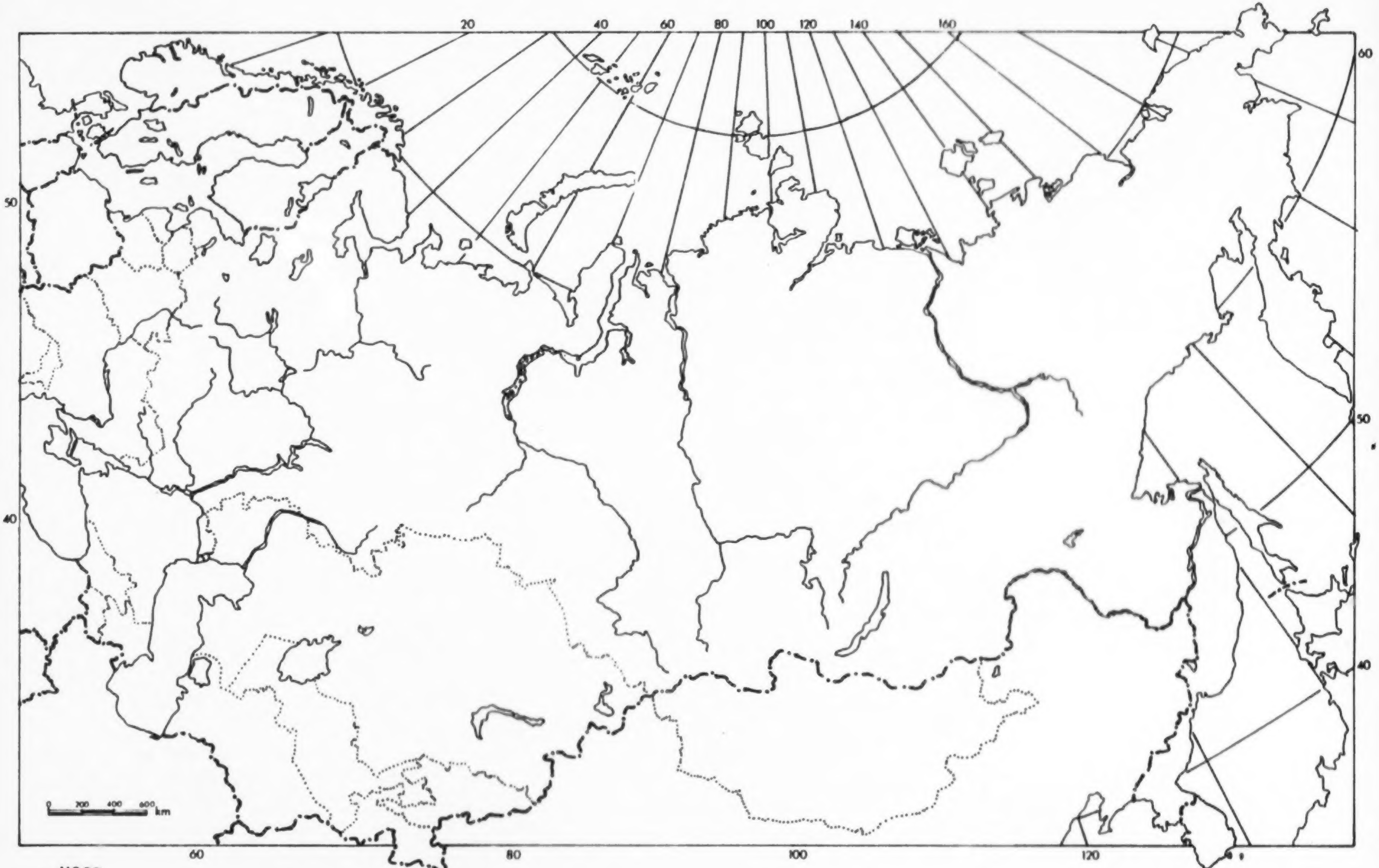
- Italy


128
132
136
140
144
44
40
38
36
36
32
32
28
28
0
100
200
300
400
km
128
132
136
140

- Japan


Equator
0
4
8
12
16
80
76
72
LEGEND
0
100
200
300 km

PERU


20
40
60
80
100
120
140
160
60
50
50
40
40
50
40
60
80
100
120
0 200 400 600 km

- USSR